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AUTHOR Casey, Cheryl; Klene, Peggy; Pangallo, Patricia
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ABSTRACT

This action research project evaluated a program to improve students' ability to resolve conflicts. Many students of the targeted third-, fourth-, and fifth-grade classrooms lacked a well-defined sense of classroom community as well as the ability to resolve conflicts peaceably. Research indicated that specific skills needed to be taught. For this reason, a program was developed which was supported by the administration and implemented during a 5-month time span beginning in September. The implemented program included instructing children in three main categories: building a classroom community, conflict resolution skills, and peer mediation. This was accomplished through the use of activities that helped create a sense of community, personal responsibility, and the ability to solve conflicts peacefully. While evaluation surveys showed an increase in discipline notices, detentions, and suspensions, this does not reflect the success of the program. Subjective observations and anecdotal comments by students and parents provided a different perspective. Positive feelings among teachers, students, parents, and administration were expressed through surveys and verbal comments. The overall impact upon school and individual classrooms was noted with a recommendation for expanded implementation. (Ten appendices include instructional materials for conflict resolution and peer mediation. Contains 18 references.) (Author/HTH)

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ED 446 870

CREATING A CONFLICT-SOLVING CLASSROOM COMMUNITY

Cherl Casey
Peggy Klene
Patricia Pangallo

An action research project submitted to the graduate faculty
for the requirements for the degree of
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This project was approved by

Charles J. Nier
Advisor

Kristina L. Laugherty
Advisor

Beverly L. Gullett
Dean, School of Education

ABSTRACT

Many students of the targeted third, fourth, and fifth grade classrooms lacked a well-defined sense of classroom community as well as the ability to resolve conflicts peaceably. Research indicated that specific skills needed to be taught. For this reason a program was developed which was supported by the administration and implemented during a five-month time span that began in September.

The implemented program included instructing children in three main categories: building a classroom community, conflict resolution skills, and training in peer mediation. This was accomplished through the use of activities that helped create a sense of community, personal responsibility, and the ability to solve conflicts peacefully. Activities included role-playing, discussions, journaling, and team-building strategies.

While the surveys showed an increase in discipline notices, detentions, and suspensions, this does not reflect the success of the program. Subjective observations and anecdotal comments by students and parents provided a different perspective. Positive feelings by teachers, students, parents, and administration were expressed through surveys and verbal comments. The overall impact upon school and individual classrooms was noted with a recommendation for expanded implementation.

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CHAPTER 1

INTRODUCTION

Problem Statement

The purpose of this research project is to establish a program in elementary level classrooms that will aide in teaching students to build a classroom community, use conflict resolution skills, and develop a peer mediation program. The goal is to teach students the skills needed to come to a peaceful, equitable, and collaborative resolution of conflicts.

"Conflict is a natural part of our lives" (Schmidt and Friedman, 1991, p.iii). However, conflict and violence do not necessarily have to go together. "Conflicts will not go away. Students are clearly fascinated by and drawn to conflicts—they like to start them, watch them, hear about them, and discuss them" (Johnson and Johnson, 1996, p.11). The goal, therefore, is not to eliminate conflict but to use it productively (Bozzone, 1994).

Unresolved conflicts can and often do lead to some type of violence. Children and adults may not know how to deal with conflict in a peaceful and meaningful way, because they were traditionally taught that conflict is bad and therefore should be avoided, or worse, dealt with in inappropriate ways. This approach to the problem has caused students, teachers, parents, and principals to turn to other resources for help in learning how to deal with conflict in our schools, homes, playgrounds, and world. Since conflict will always be a part of life, constructive ways are needed to handle it so that relationships with others are strengthened rather than threatened.

"Conflicts arise over misunderstandings, unmet needs, different values and perceptions" (Schmidt and Friedman, 1991, p. iii). If a student's conflicts are not dealt

with fairly they will often times begin to feel frustrated, angry, powerless, and resentful. Therefore, conflicts may be resolved by lying, blaming, threatening, withdrawing, or physically hurting another person or thing. This is not a constructive way to solve problems. Data has shown that instances of violence, including bias-related violence and disciplinary problems in schools around the country, are severely interfering with the learning environment of students (Trevaskis, 1994). "The U.S. Department of Justice estimates that 100,000 children carry guns to school each day. Each hour, more than 2,000 students are physically attacked on school grounds. Teachers suffer, too. Each hour, approximately 900 teachers are threatened and nearly 40 are physically attacked" (Lantieri, 1995, p.27). "In 1968, Martin Luther King Jr. asked our nation a compelling question: Where do we go from here -chaos or community" (Lantieri and Patti, 1996, p. 28)? Chaos seems to have replaced community when children are bringing weapons to school because they don't feel safe.

These types of statistics and attitudes have led teachers and principals to adopt programs that help deal with the threat of growing violence in our schools today. Traditionally, conflicts in schools were managed through disciplinary actions such as detentions, suspension, expulsion, violence prevention programs, and whatever classroom management programs were established by the classroom teacher. These programs were successful to some degree, but they often were a short-term solution to a very large problem. These methods do not teach students problem-solving and conflict resolution strategies that will empower students and let them take responsibility for their actions. Schools, and our society as a whole, are beginning to look at the strategies used in the past and are moving away from the traditional approach to conflict and moving toward

conflict resolution programs. "Alternative Dispute Resolution (ADR) efforts, including court-based mediation programs, are expanding and being used as an alternative means of dispute resolution throughout the justice system" (Trevaskis, 1994, p. 3). Mediation in these circumstances, and in schools, has been seen as a successful way to teach students and adults how to resolve their differences.

Many programs are available to try to teach the mediation process as well as other strategies teachers and students can use to help resolve conflicts. These problem-solving approaches teach students some key skills such as: active listening, empathy and perspective taking, cooperation, negotiation, the expression of feelings in appropriate ways and assertiveness (as opposed to aggressiveness or passivity) (Lantieri and Patti, 1996). Through the practice and use of these skills on a regular basis in conjunction with use of peer mediators, professional development for teachers, administrative training, and parent education research has shown this program has significantly reduced violence in the schools where it is being taught and used. "When children feel safe, respected, and empowered, learning of all kinds—from the most practical to the most intellectual—is enhanced. Schools today must be committed more deeply than ever before to intentionally creating community and to paying attention to young people's social and emotional lives" (Lantieri and Patti, 1996, pp. 29 and 31).

Not by chance, but by a systematic approach, students will learn conflict resolution skills. "Conflict resolution is needed. Every child and adolescent needs to learn to manage their conflicts constructively. Without training, many students may never learn how to do so. Training every student how to negotiate and mediate will ensure that

future generations are prepared to manage conflicts constructively in career, family, community, and national and international settings" (Johnson and Johnson, 1996, p. 17).

Demographics

This project includes research from two schools which are located in the Chicago area. School A is an urban parochial school. It has approximately 697 students enrolled for the 1999-2000 school year. The average class size is 25-30 students per classroom. The building consists of grades K-8. According to the 1998-1999 statistics the ethnic/racial background consists of 98% White non-Hispanic, and 2% Asian, Black, or Hispanic. The majority of students come from middle income families whose parents are employed by the city of Chicago. None are reported as coming from low-income families. The average daily attendance for school A is 98%. Mobility is less than 1% (1998 School Report Card).

School B is a suburban public school with an enrollment of 195 students in grades 4 and 5. According to 1997 statistics the ethnic/racial background of students consists of 39.5% White non-Hispanic, 55.9% Black, 3.6% Hispanic, and 1.0% Asian. Low-income families in the school comprise 5.1% of the population. Average daily attendance for school B is 97.4%. Mobility is 14.2% according to 1997 statistics (1998 School Report Card).

CHAPTER 2

CAUSES AND SOLUTIONS

Problem Evidence

"Violence in society has increased in the past decade, and statistics indicate that there is an increase in school violence as well" (Hamburger, 1993; Johnson and Johnson, 1995, p.224 as cited by LeBlanc, et al., 1998). Violence has become a common model for how society deals with conflict. Violence is evident in both schools A and B and is currently dealt with through strategies which commonly employ traditional means of punitive discipline, e.g., discipline notices, detentions, suspensions, and expulsions. In an April, 1999 school newsletter the Principal stated that parents have expressed concern regarding their children's relationships with other children. Some of the problems included bullying, name calling, fighting, mistreatment, and general lack of respect for each other. Teachers and principals have become frustrated with conflicts, which in some cases lead to violence and which detract from instructional time in the classroom. School A has used workshops and in-service time to introduce teachers to different programs which deal with conflict. The Principal of school A has mandated that a conflict resolution/peer mediation program be adopted and instituted.

Recently, a Dean of Students was hired to deal with the conflicts and violent situations that occur at school B. There has been an increase in detentions, in school suspensions, and out of school suspensions since the position has been filled. Teachers often are frustrated with student behavior problems and are in need of a method for dealing with students in conflict. Some parents also feel frustrated by the violence present in school as indicated by conversations with parents at conferences, on the telephone, and by notes to the school. Reactions may include aggravation about having to deal with the problem at home when they consider it to be a school problem; some suggest the answer to the problem is to counter violence with violence, and some

just don't know what the answer is. In addition, students from urban settings and children from foster homes seem to have been unduly exposed to violence in society and may need instruction in social skills and conflict resolution.

Documented instances of conflict/disciplinary actions for schools A and B are summarized in Figures 1 and 2 (below). The consequences of dealing with discipline vary between the two schools; however, both tables reflect discipline needed for conflicts, not for problems dealing with homework, tardies, or other unrelated actions.

Month	Discipline Notices	Detentions
September	0	0
October	1	0
November	0	1
December	0	0
January	1	0
Totals	2	1

Figure 1: School A- 3rd grade, Discipline Notices and Detentions, 1998-1999

Month	Discipline Notices	Detentions
September	1	0
October	1	0
November	0	1
December	1	0
January	1	1
Totals	4	2

Figure 2: School A- 6th grade, Discipline Notices and Detentions 1998-1999

Month	Detentions	Suspensions
September	9	0
October	4	1
November	4	0
December	5	0
January	6	3
Totals	28	4

Figure 3: School B- 4th grade, Detentions and Suspensions, 1998-1999

Month	Detentions	Suspensions
September	3	2
October	7	0
November	1	1
December	1	2
January	2	0
Totals	14	5

Figure 4: School B-5th grade, Detentions and Suspensions, 1998-1999

Students have many ways of demonstrating a need for conflict resolution skills. When conflicts escalate into altercations where students may be physically harmed, it may lead to a feeling of being unsafe. Students have requested to speak with the dean or social worker about the conflicts that occur. After recess teachers are often bombarded by students tattling about conflicts with other students. To counter these developments, "Conflict resolution programs lead children on the road to empowerment. They learn to make good decisions. They enhance their problem-solving skills, social competence, and thus their personal resiliency" (LeBlanc, et al. 1998, p.226). This project, then, is in part an effort to support both school and student needs for developing conflict resolution skills.

Research Programs

An endless variety of programs are available for dealing with conflict resolution and peer mediation. Programs can be classified into general categories.

Classroom Communities. Principle Proponents: Discipline and the Classroom Community: Recapturing Control of Our Schools (Panico, 1998). Blueprints for Thinking in the Cooperative Classroom (Bellanca, 1991). Schools Without Failure (Glasser, 1969).

- *Change the climate so that behavior changes
- *Basic needs need to be met
- *Formal direction is needed to acquire cooperative social skills
- *Students are empowered

Conflict Resolution. Principle Proponents: Creating the Peaceable School (Bodine, Crawford, & Schrupf, 1994). Peacing Our Schools Back Together (Dutrey & Lantieri, 1995). Circles of Learning: Cooperation in the Classroom (Johnson, Johnson, & Holubec, 1986).

- *Conflict is a natural part of life
- *Conflicts can be managed without physical or verbal violence
- *Creative problem solving needs to be taught
- *Students develop an understanding of differences among people

Peer Mediation. Principle Proponents: Teaching Students to be Peer Mediators (Johnson & Johnson, & Dudley, 1992). Creative Conflict Solving for Kids (Schmidt & Friedman, 1991). Resolving Student Conflicts With Student Mediators (Koch & Miller, 1987).

- *Students propose alternatives
- *Students learn the principles of compromise and collaboration
- *Communication skills are used to solve conflicts
- *Focus is on the problem not the person

The categories listed above are representative of programs available to deal with conflict and demonstrate the need for intervention. To meet this need, a program for conflict resolution was implemented in a 3rd grade classroom at school A and in a 4th and a 5th grade classroom at school B. This program combined strategies from several of the models available.

CHAPTER 3

METHODOLOGY

Research Basis

Creating a Conflict-Solving Classroom Community was developed by combining several strategies from experts in the field of conflict resolution, peer mediation, and community building. The program helped create a conflict- solving classroom community in two schools by using strategies employed during the 1999-2000 school year. The time frames listed were suggested by current literature consulted for this research. The program designed for Schools A and B consisted of nine stages. At the beginning of the school year, these stages were implemented over a period of five months using various activities and lessons. Some activities were derived from Creating the Peaceable School (Bodine, Crawford, and Schrumpf, 1994, Stage 9), Creative Conflict Solving for Kids (Schmidt and Friedman, 1985, Stages 1,2,4,5, and 9), and Discipline and the Classroom Community (Panico, 1996), provided the majority for Stages 1-8. The activities were grouped into the following categories:

- Stage 1 - Building a Foundation
- Stage 2 - Building a Community
- Stage 3 - Contracts
- Stage 4 - Communication Skills
- Stage 5 - Needs
- Stage 6 - Goals
- Stage 7 – Outcomes

- Stage 8 - Community Meetings
- Stage 9 - Peer Mediation

Action Plan

Stage 1 - Building a Foundation

5 days - 45minutes per day

The first five days of the program focused on building a foundation through the use of games and activities that helped students get to know each other.

The following activities were used at schools A and B:

- *Get the Point- Students play the game to understand the importance of having fun together.
- *Bumpity, Bump Bump Bump- Students play the game to learn each other's names and break down barriers.
- *People Search, Meet Me, and Hello Bingo- Students use these activities to get to know each other and discover and appreciate similarities and differences.
- *Make A Switch- Students use this game to notice changes in appearance.
- *Circle the Circle and Student to Student- Students become comfortable working in close proximity to others.
- *Community Handprints- Students learn through a visual what it means to be a part of a community.

Complete instructions for these activities are found in Appendix A.

Frequent follow-up discussion questions included:

- How did this activity make you feel?
- Who are some of the new people you participated with?

- Why was this activity important in building a foundation?
- Did this activity help the class in building a foundation?
- What could we have done differently to make this activity better or different?

Stage 2 - Building a Community

2-3 Days - 45 minutes each day

Stage Two focused on Building a Community. During this stage students were to get to know and trust each other through various activities. These activities were implemented to create a group-building tone for the year and to develop ownership and pride in their classroom.

- *Defying Gravity- Students learned to trust each other through this team building activity.
 - *Defining Community- Students created a definition for classroom community.
 - *Kiva in the Classroom- Students learned the meaning of Kiva and how to cooperate and contribute to their community.
 - *Team Building is for the Birds- Students listened to a story and related its meaning to the classroom community.
 - *Community Circle of Caring- Students used symbols to complete answers to questions on a graph.
 - *Strength in Numbers- Students learned that a group is stronger than any one member.
 - *Class Name- Students created a classroom name to develop a sense of belonging.
- Complete instructions for these activities are found in Appendix B.
- Frequent follow-up questions included:
- How did this activity make you feel?

- Why is building a community in our classroom important?
- What did you learn from this activity?
- What could we have done differently to make this activity better or different?

Stage 3 – Contracts

5 Days - 45 minutes each day

The third stage of the Conflict Resolution/Community Building program was to develop contracts that focused on values, rules, and outcomes.

*People Search- Students find other students who can answer questions regarding contracts, values, and rules.

*Classroom Community Contracts- Students wrote values and developed rules and outcomes based on those values over a three to four day period.

Complete instructions for these activities are found in Appendix C.

Frequent discussion points included:

- Why is this an important value?
- Does this value help in building a foundation and sense of community in our classroom?
- Does the outcome relate to the rule?

Stage 4 - Community Skills

8 Days - 45 minutes each day

*Body Talk- Students demonstrated the use of nonverbal cues as a means of communication.

*Hats Off- Students role-played communication stoppers.

*I-Care Messages- Students practiced communicating their feelings by starting sentences, e.g., "I feel... or I ..."

*We Listen- Students worked with a partner to practice listening skills by assembling pattern pieces.

*Traffic Cop Conversation- Students practiced taking turns speaking using a green light/red light system.

*Perspectives vs. Opinions- Students discussed possible points of view based on the same situation.

*Attack the Problem Not the Person- Students read and discussed the importance of working as a team.

*Courage- Students discussed and completed situational scenarios using I-message reactions.

*Decision Making- Students practiced deciding what they should do in a particular situation.

*It Bugs Me- Students wrote about situations that bothered them and used the skills learned to settle problems peacefully.

Complete instructions for these activities are found in Appendix D.

Frequent discussion points included:

- Why is it important to be an active listener?
- How do you feel when others don't listen to you?
- How do "I-messages" help you communicate your feelings?

Stage 5 – Needs

2 Days - 45 minutes each day

*Meet My Needs- Students wrote and discussed what there needs are and how to meet them appropriately.

*Needs Drive Behaviors- Students learned the four basic needs and discussed if the behaviors were adaptive and fair.

*Walk and Talk- Students reflected how needs were met when one student was blindfolded and the other was the leader.

*Meeting Needs: in our community, home, and school- Students discussed how they meet their needs in these areas.

*Emotions poster- Students drew or wrote about the four basic needs on a poster.

*We Care About Feelings("Different Strokes..." worksheet)- Students discussed and wrote about how to treat people fairly.

Complete instructions for these activities are found in Appendix E.

Frequent discussion points included:

- What are the four needs and how do you meet them?
- What are appropriate ways to meet needs?
- How do needs influence behavior?

Stage 6 - Individual Goals

2 – 3 days - 45 minutes

*Planning a Goal- Students discussed long and short term goals and brainstormed ideas for personal, social, and academic goals.

*Kid Power- Students discussed community goals and how to work together to achieve those goals.

Complete instructions for these activities are found in Appendix F.

Frequent discussion points included:

- Why are goals important?

-What are long and short term goals (classroom and personal)?

-How can goals be met?

Stage 7 - Outcomes

2 days - 45 minutes

*Practice Outcome Plan- Students used contract outcomes and related them to an outcome plan.

*Quick Response Plan- Student groups practiced completing a responsibility plan for future contract violations.

*Need a Plan- Students completed a worksheet, reflecting on consistent problem areas.

Complete instructions for these activities are found in Appendix G.

Frequent discussion points included:

-Why is a plan important?

-What is the importance of a Quick Response Plan?

-How does having a plan help the classroom?

Stage 8 - Community Meetings

Weekly meetings

*Community Business Model- Students participated in a community group meeting to establish the format for a classroom meeting.

*Conflict Resolution/Problem Solving Model- Students participated in a community meeting to discuss how to solve a classroom problem.

Complete instructions for these activities are found in Appendix H.

Frequent discussion points included:

-Why are community meetings important?

-What topics are discussed at community meetings?

-How do you feel about community meetings?

Stage 9 - Peer Mediation

As needed throughout the school year

*Peer Mediation- Students used role-playing and stories to establish the basic peer mediation agenda.

Complete instructions for these activities are found in Appendix I.

Frequent discussion points included:

-How did role-playing help demonstrate the Peer Mediation process?

-How can Peer Mediation help solve our conflicts?

-What types of conflicts necessitate Peer Mediation?

-What are the steps in Peer Mediation?

Classroom Population

This research consists of data taken from three classrooms in two different schools. The third grade classroom in School A had twenty-five students which included 13 girls and 12 boys. There were 23 white students and two nonwhite students in this middle class parochial school. The fourth grade classroom in School B had 20 students, including 10 girls and 10 boys. The ethnic make-up of this class was 18 non-white and 2 white students. The fifth grade classroom in School B had 25 students, including 11 girls and 14 boys. The ethnic make-up of this class was 23 non-white and 2 white students. School B is located in a suburban middle class neighborhood of a large metropolitan area.

Data Collection and Assessment

It was necessary to track student behavior through various methods. The data collected was used to compare the number of detentions issued through the months of September - January of the 1998-1999 school year and continued during the 1999-2000 school year as the program was implemented. Additional data included information concerning a checklist of student behaviors over a nine-week period, parental feedback (survey, Appendix J), and classroom responses to an informal survey regarding evaluation of the completed program by the students (Appendix J). The nature of the research indicated the need for subjective methods of data collection such as teacher observation and student comments. An effective program should indicate a decrease in the number of detentions for interpersonal, behavior-related problems. In addition, student behaviors, as tracked on the Behavior Checklist, should indicate a decrease in behaviors which disrupt the community and thwart its purpose. The surveys should indicate increased student understanding, transfer of the skills, and independent application of techniques learned in everyday situations.

CHAPTER 4

RESULTS

Creating a Conflict-Solving Classroom Community used a combination of building a classroom community, conflict resolution, and peer mediation skills to develop a sense of community and the ability to solve conflicts peacefully. Research had shown the need to implement a program that would teach children strategies enabling them to develop positive interpersonal and intrapersonal relationships.

Results from the following two schools are portrayed below.

	Discipline Notices	Discipline Notices	Detentions	Detentions
	1998-1999	1999-2000	1998-1999	1999-2000
September	0	2	0	0
October	1	0	0	0
November	0	4	1	0
December	0	3	0	0
January	1	3	0	1
Totals	2	12	1	1

Figure 5: School A, 3rd grade, Detentions and Discipline Notices, 1998-2000

This figure shows an increase in Discipline Notices but a stable number of Detentions issued for the entire 3rd grade.

	Discipline Notices	Discipline Notices	Detentions	Detentions
	1998-1999	1999-2000	1998-1999	1999-2000
September	1	5	0	2
October	1	3	0	0
November	0	2	1	0
December	1	2	0	2
January	1	2	1	0
Totals	4	14	2	4

Figure 6: School A, 6th grade, Detentions and Discipline Notices, 1998-2000

Figure 6 shows an increase in Discipline Notices and Detentions issued for the 6th grade.

	Detentions	Detentions	Suspensions	Suspensions
	1998-1999	1999-2000	1998-1999	1999-2000
September	9	1	0	1
October	4	1	1	1
November	4	2	0	1
December	5	1	0	0
January	6	3	3	0
Totals	28	8	4	3

Figure 7: School B, 4th grade, Detentions and Suspensions, 1998-2000

Figure 7 shows a decrease in the number of Detentions and Suspensions for the fourth grade.

	Detentions	Detentions	Suspensions	Suspensions
	1998-1999	1999-2000	1998-1999	1999-2000
September	3	13	2	3
October	7	22	0	1
November	1	19	1	0
December	1	8	2	1
January	2	13	0	0
Totals	14	75	5	5

Figure 8: School B- 5th grade, Detentions and Suspensions, 1998-2000

Figure 8 shows a significant increase in the number of Detentions. However, Suspensions remained stable.

	Name on Board	Behavior Notice/ Responsibility Plan	Detentions
School A – 3 rd grade			
Weeks 1-3	6	0	0
Weeks 4-6	18	0	0
Weeks 7-9	12	1	1
School B- 4 th grade			
Weeks 1-3	30	2	4
Weeks 4-6	29	1	5
Weeks 7-9	17	0	0
School B – 5 th grade			
Weeks 1-3	32	1	12
Weeks 4-6	18	3	8
Weeks 7-9	6	0	2

Figure 9: Schools A & B, Behavior Chart, 1999-2000

Student behaviors were monitored for nine weeks. The chart compares behaviors in three-week increments.

1. Did you get to know your classmates better through activities we used at the beginning of the year?			
	YES	SOME OF THEM	NO
3 rd	20	2	1
4 th	15	3	2
5 th	16	9	2
2. Did our classroom community function as a team?			
	YES	SELDOM	NOT USUALLY
3 rd	20	2	0
4 th	15	5	0
5 th	16	10	0
3. Did you help create our community contracts or rules?			
	PARTICIPATED		LISTENED
3 rd	24		1
4 th	16		5
5 th	23		1
4. Did you use active listening skills such as eye contact, one speaker at a time, and body language?			
	YES	SOMETIMES	NOT USUALLY
3 rd	19	4	0
4 th	9	8	3
5 th	9	13	3
5. Do you use "I" messages when communicating your needs?			
	YES	SOMETIMES	NOT USUALLY
3 rd	14	8	1
4 th	5	11	4
5 th	11	11	4
6. Can you now set long and short term goals for yourself?			
	YES	ONLY LONG RANGE	NO
3 rd	18	5	0
4 th	18	2	0
5 th	19	4	3
7. How valuable are classroom community meetings?			
	VERY	SOMEWHAT	NOT
3 rd	20	3	0
4 th	16	3	1
5 th	17	8	0
8. How well did you learn peer mediation skills?			
	VERY	SOME OF THEM	DIDN'T
3 rd	17	4	1
4 th	12	6	2
5 th	14	10	1

Figure 10: Student Survey Results

Discussion

The results of this study showed that there was an increase in detentions and discipline notices during the implementation phase of this program. This was a surprise to the researchers since they had predicted that there would be a decrease in the need for these types of consequences. It was determined the program itself was not a failure and should not be based on this information alone. However, it should be noted that this total included three classrooms of 3rd graders, five classrooms of 4th graders, and four classrooms of 5th graders when execution only occurred in one of each of these grade levels. The following data is a breakdown of the nine stages that were implemented from September 1999 through January 2000. These stages produce an overall picture of the success of the research.

Initial implementation consisted of several activities related to building a classroom community. The result of Building a Foundation (Stage 1) and Building a Community (Stage 2) was that students became familiar, accepting, and more comfortable with each other both physically and emotionally. This helped students to form friendships, have fun, and create a caring environment where everyone is an important part of the community. It was noted that students at School A and School B who were initially reluctant to participate, eventually joined in community activities more willingly and that new students had the opportunity to feel more comfortable in their new surroundings.

In Stage 3, students learned to develop contracts that focused on values, rules, and outcomes. Specifically, students brainstormed values and the necessary rules and outcomes to support those values that were important to the community. For example, an

accepted value was that everyone has the right to learn. To accomplish this, it was agreed that one rule was that only one person would speak at a time. A positive outcome of this rule was that everyone would have the chance to hear explanations, directions, or ideas. A negative outcome was that students would miss hearing the explanations, directions, and ideas which would enhance their ability to learn.

Communication Skills was the fourth component of this program. It developed active listening skills, positive ways of communicating feelings and needs, and respecting the opinions of others. Active listening was taught through the use of role-plays. Two examples of active listening skills were how to use body language and eye contact to improve communication. Students then transferred these skills to daily situations in school and at home. "I-messages" were a positive way to communicate feelings without placing blame on others. Students were also taught to respect each other's opinions by studying and discussing the illustration "What Do You See"(see Appendix D).

Students learned that needs drive behaviors. By recognizing this they had to determine a positive means of meeting the needs for power, belonging, freedom, and fun. Through journaling, students expressed how their behavior attempted to meet a particular need. If these needs were not met in a positive manner then a responsibility contract was completed.

The Sixth Stage of the program developed individual goals. Personal, social, and academic goals were included. After brainstorming long and short-term goals as a class, students recorded individual goals in journals and included steps needed to reach them. During periodic checkpoints students evaluated progress. This helped students reflect on what was discussed and allowed for adjustment of the goals that were previously set.

Stage 7 developed contract outcomes and related them to a written outcome plan. Groups of students completed a Quick Response Plan for future contract violations. Students also completed worksheets which reflected consistent problem areas. This permitted students to have a means for self-assessment and growth through reflection of behavior.

Community meetings established the format for classroom communication. These meetings allowed students the chance to discuss classroom problems and make decisions about the community. Students looked forward to discussing issues that were a concern. Having had these meetings once a week was an excellent way for the students to feel that they had some power in the decisions that effected the community.

Peer Mediation was the final step in this program. The use of role-playing and stories gave opportunities for students to practice basic conflict resolution and peer mediation skills. Students must have had prior knowledge of all previous stages to successfully complete a peer mediation. Peer mediation was then used throughout the school year on an as needed basis.

Schools A and B tracked the number of students that were written on the board over a nine week period and reported these results in Figure 9. Names were put on the board for disturbance in the classroom community's ability to meet its purpose, which was to maintain an environment where students would be able to learn. Specifically, names of students were written on the board if they were causing a breakdown in the community by talking at inappropriate times or by being out of their seats (which led to inappropriate interaction with other students or inattention to the work at hand). The total number of names on the board decreased over this period of time. It should be noted that

many variables entered into whether or not names were written on the board. These variables included the general behavior of the class and that of individual students in particular, as well as the willingness to tolerate these actions by the teacher on a particular day. After an additional infraction, during a single day, students were given a responsibility plan to complete (see Appendix G). Two additional infractions in a single day resulted in a written assignment. Rarely were detentions issued for these behaviors.

School B differed from school A in many ways. School A had a specific plan of action for students who disregard classroom rules which included formal behavior notices sent home to parents and detentions following three behavior notices. School B, on the other hand, did not employ this type of follow-up. This may account for the significant difference in the number of students whose names were written on the board. Another reason for the discrepancy may come from the difference in the general school populations. Because of School B's high rate of mobility and recent change of ethnicity, students have come from varying home and school backgrounds in which expectations differed from students who attend School A.

A parent survey was sent home to evaluate the transfer of conflict-solving skills. The results of that survey were, that when informed, parents generally felt the program was beneficial for their child. School A focused heavily on informing parents of the program because it was implemented school-wide. Seventy-nine percent of the parents in the third grade classroom, in which the program was implemented, responded to the survey. There was an overwhelming positive response by the majority of those parents. One parent commented, "I think this program will be a wonderful tool for our children at

home and at school." Even though responses were positive, some parents indicated the need for more transfer of these skills from school to the home.

In School B, seventy-five percent of the parents in the fourth grade classroom in which the program was executed responded to the survey. The majority of the responses were positive. One parent commented, "We have noticed changes with our son by the way he handles conflicts with his friends. He talks it out, rather than fights. Thanks." Other comments indicated support for the program. The fifth grade classroom of School B had a response of sixty-five percent. Although parents thought the program was beneficial, about half of the responses indicated a lack of knowledge of the program and a limited transfer of the skills into the home.

Parental involvement, as indicated by the percent of parents responding to the survey, was different in School A and in School B. One reason may have been that School A is a parochial school and parent involvement is a priority, possibly because tuition is paid. Students' mobility at School B is high and demographics are changing, which may have contributed to a decreased percent of parent responses to the survey. A routine was established in which students would bring home papers in a folder on a weekly basis with a request for parent signatures. About 50% of parents signed and regularly returned these folders. This may indicate a lack of follow-through and family support. Success of the program relies upon parent involvement, administrative and teacher support, and a time commitment to make it beneficial.

The student survey that was given after the program was implemented was one of the most useful tools in this research. As shown above (Figure 10, p. 22), the students in third grade at School A felt the program had been beneficial to them and their class in

building a classroom community. While the students did not always use the skills they had learned to help them solve conflicts peacefully, most had a heightened awareness of how to handle the situation; they just chose not to use what they had learned. The survey also allowed students to identify the activities they liked and disliked the most. This information will provide a basis for next years' program. Typically, students felt the classroom was better because "we learn how to get along and work in groups." New students felt they "had friends now" and a student that attended School A since kindergarten said "I've made new friends and I'm not shy any more." These comments, along with the teachers' observations of the class, showed a difference in student behaviors toward each other. Although the number of discipline notices, names on the board, and detentions do not reflect this statement, parents, teachers, and students felt that the program had made a noticeable difference. The increase in these numbers may be in part due to the teachers' mood, student response to particular activities, or the decrease in the amount of time spent on these skills as the year progressed.

All students from School B, fourth grade, completed the Student Survey and most were happy with the program, enjoyed the activities, and had a positive feeling about their classroom community. One student said, "I've gotten to know my classmates better. We have learned how to get along. Also, we have gotten to trust each other." Most students commented positively on the trust they gained in their classmates through the community-building activities. Other students noted use of these skills at home was beneficial for family relationships.

Student surveys from the fifth grade at School B were completed by the entire class. Student comments indicated students generally remembered and understood the

basic components of the program. One comment in answer to the question "How do you think having a classroom community made our classroom different?" was, "We learned how to cooperate with each other. We could cooperate with anybody, boy or girl. It helped us to respect each other." Another comment to the same question was, "I think having a classroom community made our classroom different because now we can use communication instead of fighting. Classroom communities are good."

Recommendations

Students in Schools A and B were provided with the foundation needed to build cooperative, life-long relationships through the use of the tools and skills taught in The Creating a Conflict-Solving Classroom Community research. It is recommended that this program be implemented every year in every grade level. Research has shown a need to consistently provide opportunities for students to work together cooperatively under the teacher's direction. Although the research conducted was only monitored for five months, it would most likely be advantageous to continue practicing the skills taught throughout the school year to see a more dramatic change in student behavior. This would take a commitment by teachers, administration, parents, and students.

This commitment would entail support by the administration in terms of materials, training, and scheduling. The teachers in School A responded positively to the idea of having a conflict resolution program that involved training students to resolve their conflicts peacefully. Books that would aid teachers in educating their students not only in Peer Mediation, but also in the community-building skills and activities mentioned were purchased by the administration. At faculty meetings, the teachers were

trained in additional activities to encourage the use of these activities in their classrooms. Administrators supported the implementation of the program by suggesting teachers spend 40 minutes a week teaching these skills. There were approximately ten teachers out of thirty-five that volunteered to help implement the Peer Mediation portion of the program at School A. Teachers felt that the program was necessary and useful particularly because of the increased number of discipline notices and detentions. They felt the program should continue at all grade levels in order to evaluate its true success.

Although teachers in School B recognized a need for this program, as indicated by a teacher survey (see Appendix I), the program was only implemented in the two classrooms involved in this research. Administrative support consisted of positive verbal comments and moral support; however, no materials were provided. During the first three months, finding the time to teach this program four days a week was difficult. Time spent on other areas of the curriculum was reduced. School-wide implementation would indicate a realistic time designation recognized by the principal and conveyed to the faculty. It is recommended that time be designated for Peer Mediation with assistance from the Social Worker.

Additional recommendations include discussing values, rules, and outcomes at the very beginning of the school year and using responsibility plans more often as immediate consequences. It is suggested that team-building activities continue on a weekly basis throughout the school year. Earlier introduction of conflict resolution skills would be beneficial. If school wide implementation is not feasible, grade level implementation is highly recommended so that students and teachers will be able to communicate and use these basic community skills. Lastly, parental communication and support is needed so

that students can transfer community skills to all areas of their lives. Concrete evidence of the transfer would include journaling between home and school.

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Appendix A

**Experiential Education Challenges for the Classroom
Instead of the Forest****Category/Disinhibitor****Activity: Get the Point**

- Have fun.
- Understand the importance of having fun together.

Preparation Required and Materials Needed

None

Directions

The class gets in a circle and students are asked to put their left hand out, palm up. They then place the pointer finger of their right hand in the palm of the person to their right. On a signal, they then attempt to catch the finger of the person to their left, while simultaneously trying not to get their own finger caught. Try this numerous times, then switch hands. Once the class is used to your signal change it, just for fun. It can be fun to use a visual signal instead of a verbal one. This can lead to an interesting discussion of verbal and non-verbal communication.

Processing Prompts

- Why might it be important for us to have fun together?
- Will our school year be easier or harder if we learn to have fun together?
- What things might our class do to making working with each other more enjoyable?
- What things might we agree not to do?
- Optional: Was it easier or harder to do the activity with (verbal/non-verbal) communication? How do we use verbal/non-verbal communication in class? How could we communicate better?

Appendix A

Category/Get to Know Each Other**Activity: Bumpity Bump Bump Bump****Focus Points**

- Have fun.
- Learn each other's names.
- Break down barriers.

Materials Required and Preparation Needed

None

Directions

The class forms a circle and the teacher stands in the middle. They ask the class to make sure they know the name of the person on their right and left. They then point at someone and say, "right!" That person must name the person on his or her own right. If they say "Left," then they must name the person on their left. Once people understand the game, then add the phrase "bumpity bump bump bump" after saying "right" or "left." The person being pointed to must say the correct name before the person in the middle finishes the phrase. If they don't make it, they take the place of the person in the middle.

After a while ad "you" (they must say their own name) and "me" (they say the name of the person pointing to them).

Processing Prompts

- Was it fun?
- Did anyone feel anxious/nervous during this activity? How did you handle it?
- When do you feel nervous in class? In school? How do you handle it?
- Is being put on the spot good or bad?
- Are there times when it's good and times when its bad?
- Do you ever feel on the spot in class? Is it good or bad? Do I put you on the spot? What would you like me to do differently?

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Activity: Circle the Circle**Focus Points**

- Have fun.
- Relax with each other.
- Become comfortable working in close proximity to others.

Preparation Required and Materials Needed

Two Hula-Hoops.

Directions

The class stands in a circle and everyone holds hands. One pair lets go so that a hula-hoop can be placed between them. They then rejoin through the middle of the hoop. The task is then for the hula hoop to travel around the circle without anyone letting go of hands.

After a class has figured this out, try timing it. Add another hula-hoop traveling in the opposite direction. It can be fun to add a verbal challenge to the activity i.e. When you pass the hula-hoop to the next person give that person a compliment or share something you will do to make this school year more enjoyable or share something you did for someone else within the last two weeks etc..

Processing Prompts

- Was it fun?
- How does it feel to hold hands?
- How did you work together to accomplish the challenge?
- What would of happened if somebody refused to hold hands with the people next to them? How would people feel?
- Do we ever refuse to work with people in class – should we – how would you feel if somebody refused to work or play with you i.e....Cooperative Learning Group, project team, playground etc...
- Optional: If you used a verbal challenge process that also.

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Appendix A

Category/Trust Builder**Activity: Student to Student****Focus Points**

- Have fun.
- Begin to discuss issues of trust.
- Start to build a bridge from getting to know each other to starting to trust each other.

Preparation Required and Materials Needed

None

Directions

Have everyone find a partner and stand in a circle. One person (usually the teacher to begin with) is "IT" and does not have a partner.

Establish a rhythm by snapping your fingers in an even beat. Once everyone is snapping their fingers "IT" says (in rhythm) "Student to Student," and the class repeats, "Student to Student."

Then "IT" calls out (in rhythm) two body parts (i.e. "shoulder to shoulder," or "elbow to back", and the pairs must touch these together. Then they untouch and "IT" says two more body parts.

This continues until "IT" says "Student to Student." That is the signal for everyone to scramble in search of a different partner, including "IT". That means someone else will be without a partner and they become "IT".

When the class becomes proficient at elementary Student to Student, then they can move on to graduate school. When "IT" calls body parts, they become glued until student to student is called and the class scatters to find new partners once again.

Processing Prompts

- Was it fun?

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- Would you have enjoyed doing this challenge on the first day of school – Why or why not?
- Did you have to take some risks in this activity?
- What risks do we take in our class – how does trusts affect our willingness to take risks?

Category/Goal Setting**Activity: Moon Ball****Focus Points**

- Have fun.
- Begin to establish the importance of setting goals.
- Empower your students to set the bar (the standard) for their community.
- Introduce the difference between class (community) and individual goals. Suggest the possibility that they might be related.
- Consider the importance of communication to class (community) activities.
- Optional: Introduce or review a particular goal setting/writing technique.

Preparation Required and Materials Needed

One beach ball per group. Classes may be as large as thirty students. If you have more than thirty students form two groups.

Directions

Form a circle, hold up a beach ball and ask if anyone knows what this is – when they answer “it’s a beach ball” say of course not “it’s a moon ball,” why else would the activity be called moon ball.” Before we play moon ball, I would like everyone to take a few minutes and think about a goal that you have. It can be a big or little goal. It can be in the near or far future. Allow a few minutes for your students to think. Then go around the circle having them share their goals. Acknowledge your students’ goals. “They all sound like good goals, some sound challenging.” In moon ball the goal is to keep the ball

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in the air. You can measure your success by either how many times you hit the ball or how many minutes pass. Note: If you are using the activity to introduce or review a particular goal setting/writing technique do so now – then have the class apply it to moon ball. If not just ask if anyone has any idea about how to go about achieving the goal the class set. Listen to the ideas letting the class decide if they wish to decide on a particular strategy or just jump in without a specific plan of attack. In either case you can make the activity a little tougher and possibly more meaningful by reminding the class that you are a community and as such you want to make sure that everyone is included. Ask them to make sure that everyone hits the ball at least once. Play the game.

Processing Prompts

- Was it fun?
- Optional – did everyone feel like they were included?
- Did you have a plan or did you just jump in?
- Are there goals we have that don't require plans – how about some examples?
- Are there goals that do require plans – how about some examples?
- Do we have both types of goals in our class – how about some examples?
- Is Moon Ball a class (community) or individual goal?
- Do we have class and individual goals in our classroom – how about some examples – are they related?
- Optional: If you introduced or reviewed a particular goal setting/writing technique process the techniques steps i.e. did you consider your resources, did you consider specific activities, did you evaluate and make necessary adjustments, etc...

Category/Problem Solving and Conflict Resolution**Activity: You Want to Be a What?****Focus Points**

- Have fun.

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- Introduce the concept of individual perspectives.
- Set the stage for your students being able and willing to view an issue or dispute from the other student's perspective.
- Begin to build a platform from which individual differences are celebrated.
- Begin to build a platform from which students learn to find solutions instead of just fixing blame.

Preparation Required and Materials Needed

Four posterboards (see illustration) and four markers. It is helpful to laminate your posterboards and use dry erase markers – posterboards are now easily cleaned and used again.

Posterboard Illustration

We want to be a Turtle		
We do not want to be a		
Lion	Eagle	Chameleon

Make four boards rotating each animal into the "We Want To Be A" category.

Directions

Explain that you are going to give your students the chance to choose an animal that they most admire. One that they feel has really good qualities. Tell them that they can choose between a turtle, chameleon, lion, or eagle. Ask for a volunteer to be the head turtle, chameleon, lion and eagle. Have the head animals go to the Four Corners of the room and let students that share their choice gather with them. Now ask them to list all the reasons they want to be their animal of choice and also all the reasons they would never want to be the other three animals. After they

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do so have three members from each group report out to the whole class. Two students hold their posterboard and one reads their answers. The results are usually hilarious.

Process Prompts

- Was it fun?
- Who is right?
- How can one group be right if the others are not wrong?
- Why do people see things so differently?
- How can we use what we learned in this activity to have a better class – to solve individual conflicts?
- Do you think it will strengthen or weaken our class to have some eagles, turtles, lions and chameleons - how?

The following activities were adapted from - Manito-wish Leaders' Manual Teachers Edition. Laurie Frank and John Stanley. Hare Strigenz, Inc., Milwaukee, WI 53202.

- Get the Point
- Bumpity Bump Bump Bump
- Circle the Circle
- Moon Ball

The following activity was adapted from - Adventure in the Classroom. Laurie Frank. Madison Metropolitan School District, Madison Wisconsin 53703

- Student to Student

Appendix A

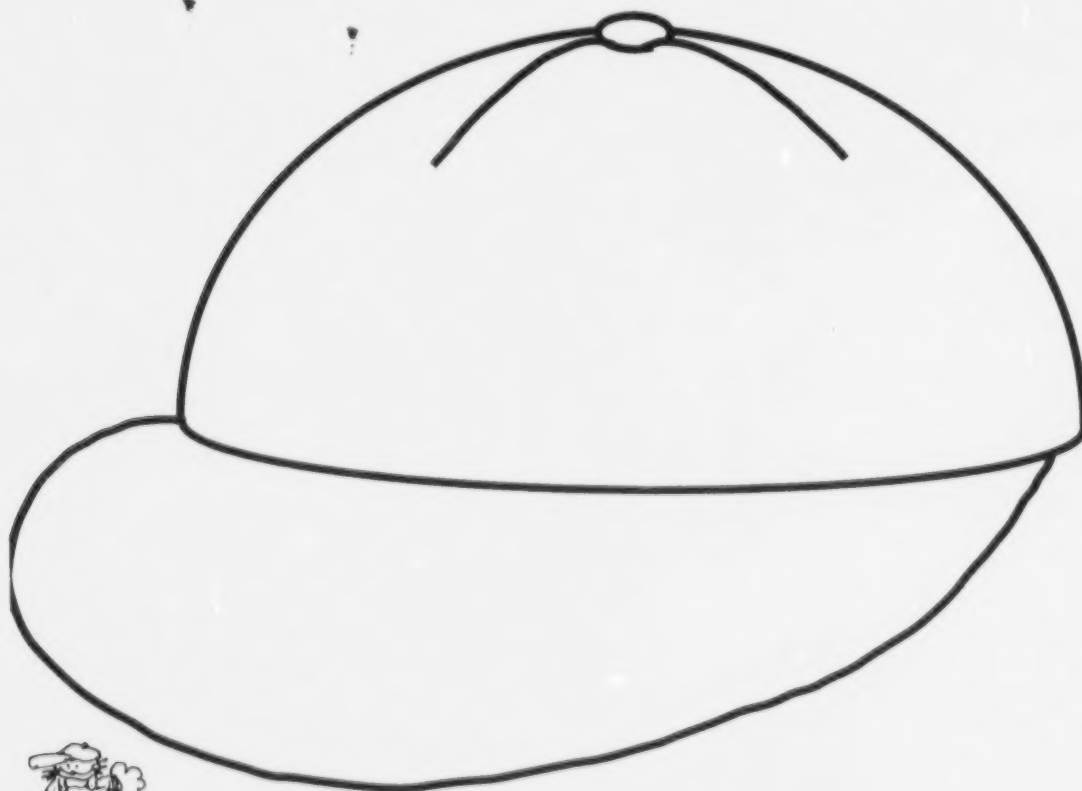
I Feel Just Right

1 I have feelings and you do too.
I'd like to share a few with you.
Sometimes I'm happy and sometimes sad.
Sometimes I'm scared and sometimes mad.
The most important feeling you see,
Is that I'm proud of being me.

3 No one sees the things I see.
Behind my eyes is only me.
And no one knows
where my feelings begin.
There's only me inside my skin.
No one does what I can do.
I'll be me and you'll be you.

2 **Chorus:**
I feel just right in the skin I wear.
There's no one like me anywhere.
I feel just right in the skin I wear.
There's no one like me anywhere.

4 **Chorus:**
I feel just right in the skin I wear.
There's no one like me anywhere.
I feel just right in the skin I wear.
There's no one like me anywhere.



As a peacemaker I learned _____

S3

Appendix A

I Feel Just Right

Introduction: Put students in a circle to tell one thing they like about themselves. (I like my freckles. I like my smile. I like my name.)

Materials: newsprint, crayons

Student Page 3 - I Feel Just Right: Read the poem together as a choral reading.

Discussion: What do the following mean: "I feel just right in the skin I wear" and "no one sees the things I see. Behind my eyes is only me"?

Have students decorate their caps with colors, words, pictures, symbols which express ways they feel just right about themselves.

Discussion: What would the world be like if all the people were the same? Why is it sometimes difficult to get along with people who are different from you? Why are differences important to the human family?

 **Journal:** Write a poem telling why you are glad to be you.

Closure As peacemakers, we know that each of us is just right the way we are

Additional Activities:

● **Art:** Have students decorate caps, visors or T-shirts with colors and words that describe them. Take a picture of each child in his/her cap or shirt for a bulletin board. Include Journal poems.

● **Science:** Take your students for a walk outdoors to explore the diversity of nature. Observe flowers, seeds, bark, leaves of plants. Have students notice shapes, color, texture, and smells.

Discussion: What would the world be like if all the plants and animals were the same? Why are differences important in nature?

(shape of leaf for best use of rain; smells and colors to attract or repel insects and birds; textures for protection)

If you visit this place again when you grow up, what differences do you think you will see?

Have students sit quietly for one minute to capture a sense of the wonder of living things. Encourage them to use their senses.

Give students newsprint and crayons to make bark and leaf rubbings of the underside of fallen leaves.

Closure: All living things including us, come in many shapes colors and sizes. As peacemakers, we know that differences fill our world with beauty excitement and wonder.

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Appendix A

HELLO BINGO



FIND SOMEONE WHO:

IS A GOOD SWIMMER	WAS BORN IN ANOTHER COUNTRY	CAN SAY "HELLO" IN ANOTHER LANGUAGE	CAN PLAY A MUSICAL INSTRUMENT	HAS A HOBBY
LIKES TO READ	LIKES PIZZA	IS A GOOD ARTIST	HAS A PET	LIKES TO DO SCIENCE EXPERIMENTS
KNOWS A POEM BY HEART	IS LEFT-HANDED	PUT YOUR NAME HERE	IS NEW TO YOUR CLASS	GAVE A PARENT A KISS THIS MORNING
HAS MORE THAN 3 BROTHERS OR SISTERS	WAS BORN IN THE SAME MONTH AS YOU	LIKES SCHOOL	HAS A GRAND-PARENT LIVING WITH THEM	IS A GOOD LISTENER
LIKES TO WATCH BIRDS	LIKES THE SAME SPORT AS YOU DO	CAN RIDE A BIKE	HELPED SOMEONE TODAY	LIKES TO DO MATH

Appendix A

Make a Switch

Sitting in pairs, have children study their partners' attire for one minute. Then have one child in each pair close his eyes, while the other changes one small detail—for example, removing eyeglasses or rolling up a sleeve. Can the other child identify the change? Play this game several times, mixing up partners so that children get to play with a few different classmates.

Appendix A



My name is _____

And sometimes I am called _____

Some words that tell about me are _____



My thumb print

With my friends I like to _____

With my family I like to _____

Something I do very well is _____

One thing I would like to learn more about is _____

I would like to become a peacemaker because _____



As a peacemaker I learned _____

Appendix A

Day One: Student Introductions

Preparation Required and Materials Needed

One *This Is Me* worksheet per student, states of the USA abbreviations, random pairs matching, two sets of index cards, one of states and one of state abbreviations (see end of this chapter), teacher made.

Lesson Directions

Form your students into pairs by having half the class select a card from the states cards and half from the capitals cards. Have your pairs sit together. Ask everyone to complete the "This is Me" Worksheet. Tell your students to first choose an animal that they identify with, one that has qualities they like, an animal they would most like to be and to draw a picture of that animal in the picture frame. When they are through drawing, they should answer the animal questions. Next, ask them to list three things about themselves that they are proud of. Ask them to choose three words that end in "ing" that describe them. Next, they are to list three things that they like to do. Finally, they should list three people who they respect, admire, love. They can be family, friends, teachers, classmates, celebrities, anybody. Fifteen minutes is usually sufficient to complete the worksheet. Have students take turns explaining their drawings and answers to their partner. This usually takes a total of ten minutes, five minutes each. Students then take turns introducing their partners to the community. If time is short, you can instruct students to share only their favorite answer per category.

Day Two: Community Hand Print

Preparation Required and Materials Needed

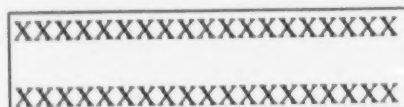
Decide on the number of students you will have in each small work group. Depending on the size of your class, choose groups of eight to ten students. Two to four groups work well. Divide your total number of students by the selected group size; i.e., divide 28 by seven and you will have four groups of seven. Have your students count off by 4's (1,2,3,4). Like numbers will be a group. Since you have four groups, you will need four pieces of large newsprint or roll paper. The size of the paper depends on group size and the size of your students' hands. You want paper that is long enough for all students to trace outlines of their hands, both hands along the perimeter of the paper. If you are not sure of how large a piece of paper to provide, provide one larger than needed and trim to size later. Students will trace their hand outlines only along the top and bottom of the

Appendix A

paper. The paper's long dimension runs horizontally.

Illustration

Long dimensions



XXX outlines of hands

You will also need several different colored markers for each group. This can be a messy activity but it will prove worth the mess. Washable markers are advisable, as students will get some ink on their hands and whatever surface you have them work on.

Lesson Directions

Tell the groups that you are making a Community Hand Print Banner. Their job is for each community member to draw the outline of both their left and right hands around the perimeter of the top and bottom of their piece of paper. Ideally, each member will draw their outlines once on either the top or bottom of the paper; however, if it does not work out perfectly, somebody can draw an extra outline or two, making sure that they end up with a continuous border. The border covers all but about the first and last two to four inches of paper. After the hand print banner is completed, all members write their first names and one thing about themselves they want to share in their handprints. Any extra handprints may be used for the individual's nickname(s). Groups now join their respective sections with masking tape and/or glue. You will probably notice that your border is incomplete; it needs ends. This is where the teacher's handprints go. Draw outlines of our own hands to complete the ends. You will probably have eight blanks to fill in. Do so with your name, the names of your spouse and children, things you want to share about yourself with your kids (they love to hear your nickname). Hang the banner in a prominent place. Make sure it is low enough for students to reach the top of the banner. They will need to do so for tomorrow's activity. Process with your students: What does the continuous border symbolize? Why do we share about ourselves? Did it help you get to know each other? Do people get along better if they know each other? Did you have fun?

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Appendix A

Day Three Focus: The Community on School**Preparation Required and Materials Needed**

Different colored construction paper (cut the construction paper in half) scissors, pencils, glue.

Lesson Directions

Have each student trace the outline of just one of their hands on a half sheet of construction paper. Next have the student cut the outline out. The student should print their name and one thing they like about school on the hand. You can have students decorate their hands if you wish. Students take turns going to the banner and introducing themselves to the class. They also share what they like about school, then glue their hand somewhere in the center of the banner. Process with your students: What do you think of our banner? Was it a little uncomfortable getting up in front of the class? Would you like to be a little more comfortable/relaxed? If we were all comfortable with each other how would it affect our year? Was it fun?

Day Four: Focus on Working Together**Preparation Required and Materials Needed**

Two boxes (approximately 500) drinking straws and a roll of one-inch masking tape per group. Divide your class into groups of around four to six students. Attempt to form heterogeneous groups. Put kids into groups who you think would not ordinarily group themselves together. Have eighteen-inch squares marked off with masking tape, one for each group on a table or section of floor, depending on where they will be working.

Lesson Directions

Tell the groups their job is to construct the tallest self-standing skyscraper they can. Explain that the base of their skyscraper must fit within the eighteen-inch space you marked off. Tell them they must find ways to insure that everyone participates. Give them about twenty to twenty-five minutes to construct their skyscraper. You will be surprised at the results. Process with your students: Did everyone participate? Does anyone disagree? Did you make a plan or just start in? Did groups who had plans do better? Was it fun?

Leave your skyscrapers on display for a while. It can be fun to connect all the skyscrapers into one structure. This can be done on the horizontal or vertical plane.

Appendix A

Building up is really fun. Ask your school custodian for a tall ladder and some help (it's safer). You can go to the ceiling, but you'll need to attach the skyscraper to it. Masking tape works well for plaster ceilings. A little wire is great for dropped ceilings. See extending activities at the end of the chapter for some additional suggestions on skyscraper activities.

Day Five: The Importance of Communication

Preparation Required and Materials Needed

Divide the class into two balanced groups based on estimates of problem solving ability and social/communication skills. You will need two each of the following size pieces of quarter inch plywood, maisonette, or similar material: 12" by 18", 12" by 24", 12" by 26", 12" by 28". You will also need Beware of Gators (see end of chapter), Avoid Floating Body Parts signs (see end of chapter), and masking tape. Prepare an alley about 20' long. Mark the start and finish line on the floor with the masking tape and decorate with your signs.

Lesson Directions

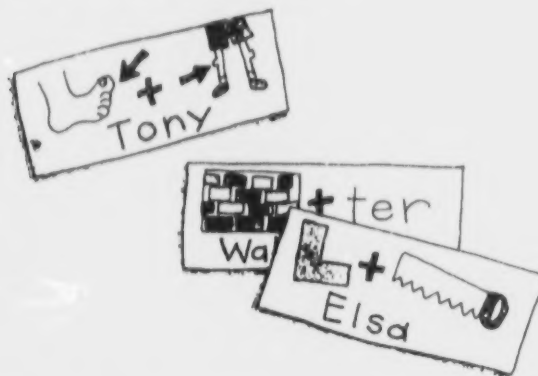
Explain to the groups that the alley is really a river. The river is located in a remote wilderness area and it is teeming with man-eating alligators. To make matters worse, a company of enemy soldiers is chasing the group. The soldiers are skilled fighters and heavily armed, they will surely kill the entire group if they catch them. The only weakness the soldiers have is that they cannot swim. The group's challenge is to use teamwork and problem solving to get everyone across the river to safety. You may run one group at a time or two groups simultaneously. If you choose to run two groups simultaneously, you will need to construct two alleys. A stopwatch to add the element of time can be fun. Explain the following conditions and rules to your students, and let them solve the problem.

- ◆ Each group has four boards (one of each length).
- ◆ The boards can be used to make a floating bridge. Because the river has a current, someone must always be in contact with the boards. An unattended board drifts away (actually, it is kicked away by the teacher).
- ◆ All group members must get across.
- ◆ All boards must be carried across. If not, the soldiers will use them to get across. Bring the boards with you and you are safe; the soldiers cannot swim.

Appendix A

Rebus Name Tags
.....

Don't just write your name on the board for students to learn. Help them remember it by writing it as a rebus. For example, "Mrs. Einhorn" could be (picture of eye) + n + (picture of horn). Let children try to make their own name tags with rebus puzzles. You might have them team up so they can help each other out.

**You Make Mine, I'll Make Yours**
.....

Pair students on the first day of school to make name tags. Provide index cards and assorted art supplies, and let children make tags for their partners. (Children can spell their names for their partners.) Laminate the tags, punch two holes at the top, and string with yarn. Children can wear their tags around their necks, hanging them up on their coat hooks at the end of the day.

Appendix B

Day One: Defying Gravity

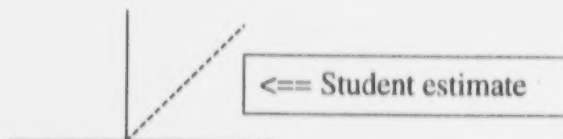
Preparation Required and Materials Needed

A chalkboard and room enough to form circles of eight to ten students.

Lesson Directions

Discuss some of your foundation/get-to-know-and-trust-each-other activities. Ask if your students trust you. Ask for a volunteer and suggest that the volunteer should be someone who feels very confident about doing physical things. Ask the class and the volunteer if they know what the effects of gravity are. Ask the volunteer how far someone can lean backwards from a standing position (without bending at the waist or knees) before gravity would win and that person would lose balance. Ask your volunteer to illustrate the point where that person would lose balance by drawing a dotted line between the two solid perpendicular lines you have already drawn on the board. Most students will grossly overestimate the ability to maintain balance. This only adds to the lesson's fun.

Illustration



Tell the student that you only know one way to see if that estimate is accurate. Tell the volunteer that you will position yourself behind him or her and that you will be there when he or she loses balance. Ask the volunteer to lean backward until he or she loses balance. You can now place a solid line on the chalkboard indicating the point the student's balance was actually lost. Some kids will want to dispute your evaluation, again presenting a wonderful opportunity for friendly bantering and relationship development. You can resume the original position, ask the student to once again lean backwards, and this time, stop at the point balance is lost and hold the student there. If there is still a doubt, remove your support and find out who is correct. At this point, you should have the whole class actively engaged and cheering the friendly interaction on. Thank your volunteer and ask him or her to be seated. Tell the class that as a group, a community, you think they could do a better job of defying gravity. Tell them that no matter how physically fit or how great an athlete, no individual could do any better than your volunteer. Tell them that even if you

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gave them all a month to work out for the gravity test, they could not significantly improve their individual performances.

Tell the class that if they will work together, support each other, and trust each other you think you have a way to help every individual in the room defy gravity, but only as part of a group of individuals working together. Divide the class into groups of ten to twelve students. Have the groups form circles with everyone facing in toward the center of the circle. Now direct every other individual to turn around so that they face out or away from the circle's, center. Ask the groups to join hands. Grips must be firm as they must support the weight of the people they are holding on to. The circle should be large enough to cause each member to feel some tension from people to their immediate left and right. Have your students count off by 2's (1,2, . . . 1,2 . . . 1, 2). Tell them that on your direction the 1's will lean in and the 2's will lean out. Tell them this will only work if they lean slowly and deliberately, if they move in unison, if they all commit to the lean and hold the commitment. Tell the kids that if they really start to lose their balance, all they need to do is step forward with either foot. Tell them to start their lean on your count of three (1-2-3). Switch the direction of 1's and 2's and try it again. Switch the direction individuals face and try again. Celebrate your success or at least your honest attempt. Tell the kids that you will give them time over the next two weeks to practice their "Community Circle of Support." Explain that you believe that, working together, you think they will be able to go on their own count and to reverse the in and out motion without having to come to a complete stop, sort of a wave motion. Tell them you want them to experiment on their own and see what they can do. Have everyone return to their seats. Watch the progress over the next two weeks. Step in only if there are safety issues (physical or psychological).

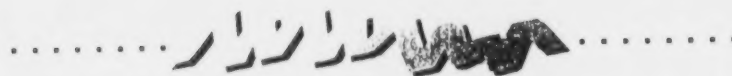
Process the Activity: How did you feel working together? Did you feel safe, supported, included? How did the direction you faced affect your experience? Did it feel good to improve your performance? Did it feel good to support each other? How can we support each other in class? Do you think you will be able to get the wave? Was it fun?

End by asking your students to give some thought to what a "community" is, and to communities they belong to. One option is to have your students interview their parents to get their parents' definition of a "community" as a homework assignment.

Day Two Defining Community

Preparation Required and Materials Needed

Write out or think through a definition of community and a definition of a Classroom Community. Think through or compile a list of example communities. You will find sample definitions and lists of communities and teacher lecture notes at the end of the chapter. You will need newsprint or roll paper, a marker, and some masking tape.



Unity- Builders

What does unity in a classroom look like? It's a spirit of cooperation among a teacher and group of students. It's the way children care about and help one another. It's a sense of belonging that children feel about their classroom—and the people in it. It's listening to one another and respecting different ideas. It's sharing responsibilities. It's families involved in classroom activities and their children's growth as learners, and more. Building unity in a classroom can begin on day one—and can weave its way into almost everything you do. The activities here can help too—offering specific ways to set a group-building tone for the year and to help children develop ownership and pride in their classroom.

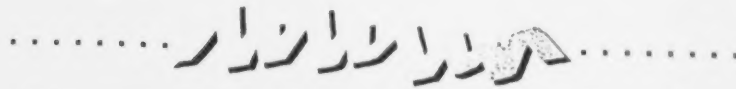
Teacher Share

Kiva in the Classroom

Kiva is an American Indian word for *community*. Our first activity of the year is a kiva that focuses on community building and getting along with each other. Our intent is to value individuals and honor diversity. We sit in a big circle and pass around a little ball. Each child holds the ball over his head and tells what he or she can do to cooperate, then

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passes the ball to the next person.

*Marci Halperin, Celebration School
Celebration, Florida*

Class Name

A class name can help children develop a sense of belonging. We brainstorm possible names together, names that convey children's strengths as a class of learners, such as the Brainy Bunch, Super-duper Stars, or Awesome Authors. Voting on a name builds enthusiasm, autonomy, and responsibility—and makes using the name more meaningful to students.

In addition to posting the class name on our door, we make it part of our yearlong activities. For example, we add it to notes that go home (Sincerely, [your name] and the Brainy Bunch) and sign it to letters we write to other classes. (Come see the aquarium exhibit in our room tomorrow at noon. —The Science Stars). Rather than being "Mrs. Sullivan's class," students have a class identity that expresses who they are as a group.

*Karen Sullivan, George Washington Elementary
Mt. Vernon, New York*

Morning Message

Who doesn't love getting letters? I write my students a "morning message" each day, sharing news about the day, complimenting them on their accomplishments, and so on. They sign their names at the bottom to let me know they've read it (or listened to a classmate read it). My students really look forward to their "letter" each day. It's a warm way to start the day and bring everyone together.

*Paul Oh, Fort River School
Amherst, Massachusetts*

Linking Letters

Play a Scrabble-like game that invites students to link their names together, one at a time. Start by making a large grid. (Make the squares big enough for students to see from where they are sitting.) Invite a

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Team Building is for the Birds

Not Such A Silly Goose



Next fall, when you see geese heading south for the winter, flying along in a V formation, you may consider what science has discovered as to why they fly that way.

As each bird flaps its wings, it creates an uplift for the bird immediately following. By flying V formation the whole flock adds at least 71 percent greater flying range than if each bird flew on its own.

People who share a common direction and sense of community can get where they're going more quickly and easily because they are traveling on the thrust of one another.

When a goose falls out of formation it suddenly feels the drag and resistance of trying to go it alone...and quickly gets back into formation to take advantage of the lifting power of the bird in front.

If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are. When the head goose gets tired it rotates back in the wing, and another goose files in point.

It is sensible to take turns doing demanding jobs with people or with geese flying south. Geese honk from behind to encourage those up front to keep up the speed. What do we say when we honk from behind?

Finally, and this is important...when a goose gets sick, or is wounded by gunshots and falls out of formation, two other geese fall out with the goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly or until it dies; and only then do they launch out on their own, or with another formation to catch up with their group.

If we have the sense of a goose we will stand by each other like that.

-Source unknown

Building Community

Like gardeners who lovingly prepare the soil for planting, peace educators prepare a secure and cooperative classroom environment that nurtures self-esteem for all children. Children who know and respect each other are less likely to have serious conflicts. When conflicts do occur, students will have the skills and the compassion to settle the conflicts creatively, fairly, and constructively. Peace must be embedded in the classroom processes. As Gandhi reminds us, "There is no road to peace - peace is the road."

- ♥ Begin each day by greeting each child by name - with a smile. The children learn from you that everyone is important and has a name.
- ★ Set the tone of your classroom with "We are all friends here."
- ♥ Provide opportunities for students to get to know each other.
- ★ Talk to children at their own body level and use steady eye contact.
- ♥ Listen carefully to what students say; it is well worth the time. You are letting them know that they are important, worthy of your attention and have value as individuals.
- ★ Learn and use "I-Care Language" and your students will too.
- ♥ Be enthusiastic. Your enthusiasm for the joy and wonder of all living things is infectious. Share it with your students.
- ★ Give your students opportunities to work and play cooperatively.
- ♥ Provide time for them to talk and listen to each other.
- ★ Read to children every day. Your voice is more important than any commercial recording.
- ♥ Teach and reinforce peacemaking skills daily in all activities.

Strength in Numbers

Group size: 2 or more

Age: 3 and up

Materials: rubber band, 20–30 toothpicks or wooden matches

You can do this with your family or with a class or team. Begin by asking a child to break a toothpick in half (or let each member of the family or team break one). The child will be able to do it quite easily. Now gather at least eight toothpicks together and wrap the rubber band around the bundle. Ask the child to break the bundle in half. No matter how hard he tries, the toothpicks won't break.

Tell the group that the bundle of toothpicks represents your family unit. Ask a child what he can learn from this activity about unity and sticking together. Accept any responses, but be sure to underscore the fact that sometimes one person alone can be "broken"—hurt, pressured, burdened, distressed, sad. However, with the strength and support of the whole family together, each individual becomes more powerful and the group is generally indestructible.

To reinforce this principle, ask a child to take one

10-Minute Life Lessons for Kids

toothpick or wooden match and stand it up on a table or counter. This will be virtually impossible. Now take the bundle of toothpicks; if the ends are even, the bundle should be able to stand. Once again, point out that we are like the toothpicks. When we stand together—shoulder to shoulder, side by side—we improve our chances of being able to confront and overcome life's difficult challenges.

This exercise will work well for blended families, with some alterations in the way it's presented. You might show two small bundles of toothpicks joining together to form a new, stronger unit. For families who have experienced divorce, separation, or the death of a parent or child, careful thought should be given to make it appropriate for the situation. In these cases, it would be wise to discuss how any size family (even a family that has lost one of its members) should be considered a family unit and can still feel a great sense of companionship and strength.

Another way of presenting this idea is to show the children all the separate ingredients that go into a cake. Ask if the flour alone tastes like a cake, or the eggs alone, or the shortening alone. Then ask what you have to do to make it taste like a cake. While you mix together the ingredients, talk about the fact that a family is not really a family if the members are always on their own. It's the mixing together, the interaction, the emotional closeness that blends individuals together and makes them a real family.

*Cake
Discussion*

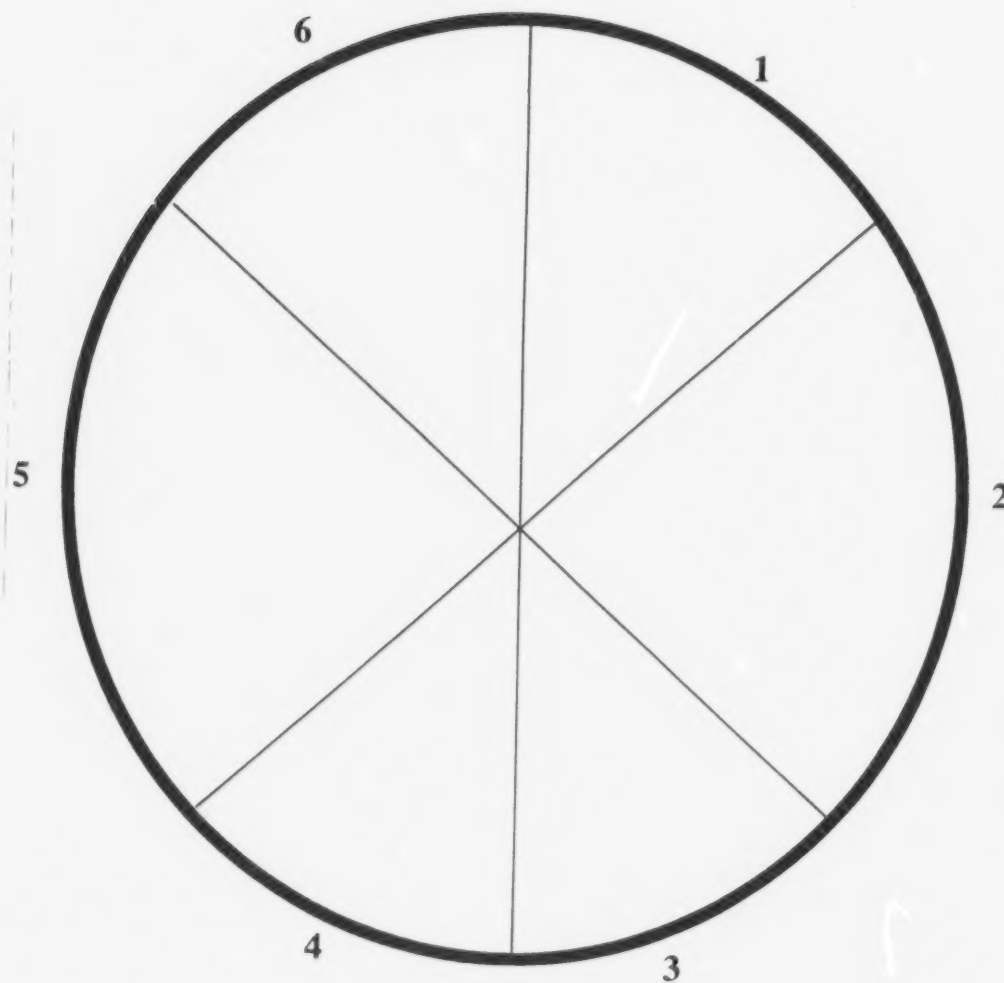
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Community Circle of Caring

Complete the numbered pie sections by drawing a symbol, picture, or design to answer the following questions:

1. What can the community do for you to help you feel comfortable?
2. What can you do for the community to help other people feel comfortable?
3. What is the difference between a classroom and a classroom community?
4. What is one goal you have for yourself this year?
5. What is the community's most important value?
6. What is the community's most needed rule?

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Community Circle of Caring

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Finding a Community Member Who . .**Task: Find someone who -----and get their signature**

1. Has written or signed a contract outside of school

Signature_____

2. Has family meetings or talks to plan things or solve problems

Signature_____

3. Never ever breaks school rules

Signature_____

4. Has a value that they know they will always support

Signature_____

5. Has a rule that will be especially hard for them to keep

Signature_____

Move around the room, attempting to get a different signature for each task.

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general climate of their Classroom Community.

4. Understands the importance of buying in on the ground floor and is giving them the opportunity to do so.

Classroom Community Contracts

Contracts are agreements made between the members of a Classroom Community about what the community values, about the basic rights and responsibilities of individuals, about the rules required to support the values and rights established, and about outcomes for classroom behavior.

It is recommended that you write four to six contracts. Classroom Community Contracts are made up of three primary components: Values, Rules, and Outcomes. Values are defined as principles or ideals the community shares, and rules are defined as behavioral manifestations of those values, or the usual or agreed upon way of doing something. Outcomes are defined as the effects of behavior. The effect or results of behavior may be positive or negative.

Meaningful Values

Meaningful values are values that give direction to Classroom Community behavior. A good value points to specific rules and behaviors. It gives purpose to and justification for the rules that support it. Ultimately, it is an expression of the community's value system and is indicative of what the community holds to be most important. Values are extremely important, and general in nature and language. Values are not written to be measured or enforced. Instead, they make a general statement about what individual rights and responsibilities will look like in a particular classroom community.

Examples of meaningful values are:

- ◆ Courtesy
- ◆ Physical safety
- ◆ Psychological safety
- ◆ Knowledge
- ◆ Respect
- ◆ Freedom to have an opinion
- ◆ Dignity, privacy, and personal space

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Practical Rules

Practical rules are rules that operationalize values. They are behavioral manifestations of the values. Rules define which behaviors are acceptable and which are not. Effective rules are directly related to the value they support. If a rule is a good rule, this relationship requires little or no explanation. Rules should be specific, but how specific is a function of the age of the students, their understanding of language, and their individual and social maturity. A rule must be specific enough to delineate behavioral expectations; it does not have to mention every possible infraction. In fact, this "shopping list" method leads to confusion, as in reality, it is impossible to list every infraction. This method sets the teacher and student up for arguments. The preferred method is to spend time discussing rules until you are sure your students have a clear understanding of what a particular rule means. It is recommended that you write no more than six specific rules per contract. Stress that the importance of the specific rules is their ability to support a community value. Explain to your students that you will use common sense when helping them determine if they broke a rule, but that, more importantly, you will help them determine if their behavior supported or undermined a community value. When writing rules, attempt to be concise and to the point. Be clear and be brief. When at all possible, be positive. State the rule in positive terms. For example, "keep hands and feet to yourself" instead of "don't hit or kick." This will not always be possible. In this case, write the rule as best you can.

Examples of practical rules are:

- ◆ Keep hands and feet to yourself.
- ◆ Allow the speaker to finish before you begin speaking.
- ◆ Attempt to solve your own problem, answer your own question, and ask your learning partner before raising your hand.
- ◆ Raise your hand to be called on.
- ◆ Ask for clarification before assuming intent.
- ◆ Ask before using someone's things.

Positive and Negative Outcomes

The relationship of the outcome to the rule and behavior should be clear and easily understood by the student. This is necessary for the development of individual responsibility and ultimately an internal locus of control. In the case of a rule/behavior infraction, the outcome will, of course, be negative. Negative outcomes should be as natural as possible. For example, if you go out in the cold without a coat and hat, you will get sick. Establishing this relationship, although optimal, is not always possible. When natural is not possible, opt for logical; i.e., if you fail to do your arithmetic during class,

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builds on the theme of community. Most importantly, it establishes the need for any community, including an educational community, to have a purpose or a reason to form and to continue to exist. It helps students to begin to see that for any community to be successful and for individuals within the community to work in concert, rules become a necessity. It ultimately must make clear the relationship between the basic community values and the rules and behavioral outcomes written to support them. While many students will obey rules without questioning them, an increasing number of students will not. For these students, the process of writing Classroom Community contracts sets the stage for rule compliance. This is not blind compliance, but thoughtful, informed, involved compliance. This type of compliance builds individual and social responsibility. The importance of involving students in some type of democratic process whereby they play a primary role in determining the classroom climate can not be overstated. The work of Curwin and Mendler (1988), Gathercoal (1991), Hill (1985), and Jones and Jones (1990) support it.

When writing Classroom Community Contracts, make sure to:

- ◆ Provide a forum that encourages open and honest discussion. This means input from all factions of the class, i.e., the good students, the goof-offs, the jocks and rah/rahs, the gifted, and the slow learners. Student involvement is everything.
- ◆ Discuss the reason you (the teacher) decided to ask the class to write the Classroom Community Contracts instead of writing them yourself and just sharing them with the class. Explain to your students that people work better and harder, are more successful, and enjoy themselves more when they are involved in setting their own working and living conditions.
- ◆ Use the time you spend writing Classroom Community Contracts to build relationships with and among your students. Your ability to facilitate your students living by the Classroom Community Contracts they write will largely be dependent upon the quality of the relationship you have with them. Your students' willingness to support a classmate struggling to meet the standards of your Classroom Community Contracts will be enhanced if healthful relationships have already been established among the students.
- ◆ Are there values or rules that are a must for you (the teacher)? If so, let your students know and present these as your nonnegotiable values/rules. I strongly suggest keeping these to a minimum.
- ◆ Develop contracts that are "consistently inconsistent." By consistent, I mean that what is right will always be right and what is wrong will always be wrong. This way, productive, responsible behavior is easily distinguishable from non-productive, irresponsible behavior (rule violations). What is inconsistent is how the teacher and,

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you will finish it during your free period. Negative outcomes must be reasonable. They should not go overboard; i.e., you wrote on your desk, so you will wash all twenty-eight desks in the room. Care should always be taken that negative outcomes respect the student as a person, and that the student's dignity is preserved. There is a difference between "we can discuss this here (in class)" and "let's talk privately in the hall." Finally, the Classroom Community contract, or any other convention, must not supersede the teacher's judgment in determining the nature and degree of a negative outcome. A good contract includes outcomes that offer the teacher a range of alternatives.

Examples of Positive Outcomes

- Pay attention, do in-class assignments, and homework assignments, - I will do well on tests.
- Ask for help only after I have attempted to answer my own question, solve my own problem, ask my learning partner — I become an independent learner and my teacher is available for those who really need her (including me).
- Keep hands and feet to self— everyone feels and is safe.

Examples of Negative Outcomes:

- Fail to pay attention, do class work, homework assignments, — I do poorly on tests.
- Ask for help as soon as I think I might not be able to answer my own question or solve my own problem - I stay a dependent learner, my teacher is seldom available for those who really need help (including me).
- Fail to keep hands and feet to self, hit classmates — I lose friends, people avoid me, I may be suspended, I make my community an unsafe place to be.

Classroom Community contracts become a guide for all subsequent classroom behavior. They serve as a benchmark against which to measure behavior. When writing Classroom Community contracts, the teacher will do well to keep the adage "the process is more important than the product" in mind. The process allows and, if done correctly, encourages students to buy into the concept of a Classroom Community. It asks them to create an environment where they can be successful. It provides them the opportunity to engage in an open discussion with their teacher and their classmates about the upcoming year, its possibilities, and its potential pitfalls. It fosters responsible relationships. It continues to expose the students to the concepts of individual and social responsibility. It

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- ◆ Introduce the concept of Classroom Community Contracts. Discuss how they fit within the larger context of the Classroom Community. Explain the process you will use to develop your Classroom Community Contracts. Share some Contract examples. Explain what makes a sound value sound, go over the basic elements of an effective rule, and discuss positive and negative outcomes.
- ◆ Convene a teacher led community discussion to select four to six values. Selection of values can usually be accomplished in one to two class periods. It is strongly recommended that you select and discuss all of your Community values prior to writing rules and developing outcomes. Convene a series of community discussions to write rules and outcomes for each value. Do one value at a time, writing both the rules and outcomes for that value. It usually takes one period per value. Reduce your Classroom Community Contracts to writing. Use the Contract Form included in this book or be creative. Your contracts should be displayed for all community members to see.

Teacher Implementation Options

- ◆ You might want to assign homework as part of the contract writing process. Suggestions include having students write a value, a rule, or an outcome to bring to a classroom discussion. If you do so, it can be helpful to collect the homework in time to pull duplicates prior to the meeting. This job can be assigned to a student volunteer; this supports the notion that individual students are responsible for their Classroom Community.
- ◆ Good results have been achieved by using Cooperative Learning strategies or just having students work in triads or small groups to prepare for the full community discussions. In this way, you promote student-to-student relationships, group skills, and set the stage for very productive community meetings. Most often, teachers will have work groups write rules and/or outcomes to present to the Full Community. Work groups can record their answers on newsprint for Community Sharing.
- ◆ Many teachers like to use the Constitution as a model for introducing contracts. They explain that, while the Bill of Rights gives citizens certain rights (similar to our value statements), we need laws (similar to our rules) to support the rights. We also have consequences for breaking laws such as fines, tickets, and jail (similar to our negative outcomes).

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in some instances, the community, responds to the rule violation. Outcomes must provide the teacher a series (not hierarchy) of alternative consequences from which to choose. The teacher has the opportunity to match the outcome not only to specific behavior but also to particular circumstances. These circumstances include the purpose of the behavior, the emotional stability and social maturity of the student(s) involved, and any other factor the teacher believes should be included in the determination of the outcomes. Remind your students that "fair" in your community does not always mean equal. Also remind them that one person's right will always be the other person's responsibility.

- ◆ Discuss logical outcomes and make sure that these are included in the Classroom Community Contracts. Help your students to be reasonable when writing outcomes. If they are like most groups I have worked with, they will be overly punitive and harsh.
- ◆ Let your students know that you will regularly review your Classroom Community Contracts and make changes as it becomes logical to do so. This will help your students to relax and participate freely, not worrying that they may make a mistake that will haunt them the entire year. You also communicate your understanding that the class' needs and concerns may change, and that you are interested in changing with them.
- ◆ Are you secure enough to ask your students to develop rules for you? If so, ask them to write no more than one rule specifically addressing teacher behavior for each value. Note: Sample contracts and a contract form are included at the end of the chapter.

Day One Through Six: Writing Contracts

Preparation Required and Materials Needed

If you choose the option of having students work in small groups to write rules and outcomes, newsprint or roll paper and markers (enough for each group) are required.

Lesson Directions

The procedure for actually writing your Classroom Community Contracts is simple. Role playing can be an effective tool for evaluating rules and outcomes. It does slow things down, but remember, the process is more important than the product. Follow these basic

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Sample Classroom Community Contract



Community: _____ Date: _____

Classroom Community Value

All members of our community have a right to learn

Rules

Be prepared for class (book, materials, assignments, homework)

Attempt to answer my own question, solve my own problem, ask my learning partner if appropriate

Raise hand to get teacher's attention. Wait to be called on

Positive Outcomes:

Being an independent learner

Making friends/ helpers

Teacher is available

Learn more, earn better grades

Earn weekly free time

Earn Stand up slips

Earn classroom survival awards

Negative Outcomes:

We always need help

Don't get a chance to be helpers

Teacher is seldom free to help

Learn less, grades suffer

Don't earn free time

Don't earn awards

Spend time in time out

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Classroom Community Contract

Community: _____ Date: _____

Classroom Community Value

Rules

Positive Outcomes:**Negative Outcomes:**

Appendix D

Body Talk

Introduction: We know that people **communicate** with words. But do you know that our bodies speak a language too? Without using words, let your body show:

Vocabulary:

communicate - to give a message about what we think or feel

Stop
Yes
Wait
Go away

Listen
No
Fear
Who cares?

Look
Anger
Sadness
I don't know

Excitement
Happiness
Confusion
Come here

Student Page 8 - Body Talk: Observe Hector's body language. Can you tell how he is feeling? In the bubbles write what you think he is saying.

Discussion: What are the body language clues that show how Hector is feeling? (arms crossed, finger pointing, eyebrows raised, finger on lip, shoulders drooped, back hunched)

Have students act out the body language. Why is it important to observe body language? (sometimes people don't say how they really feel)

What can you do if someone's body language tells that he/she is upset or angry? (be kind, helpful, a good friend)

Journal: Tell how your body "talks" when you are angry, excited, happy.

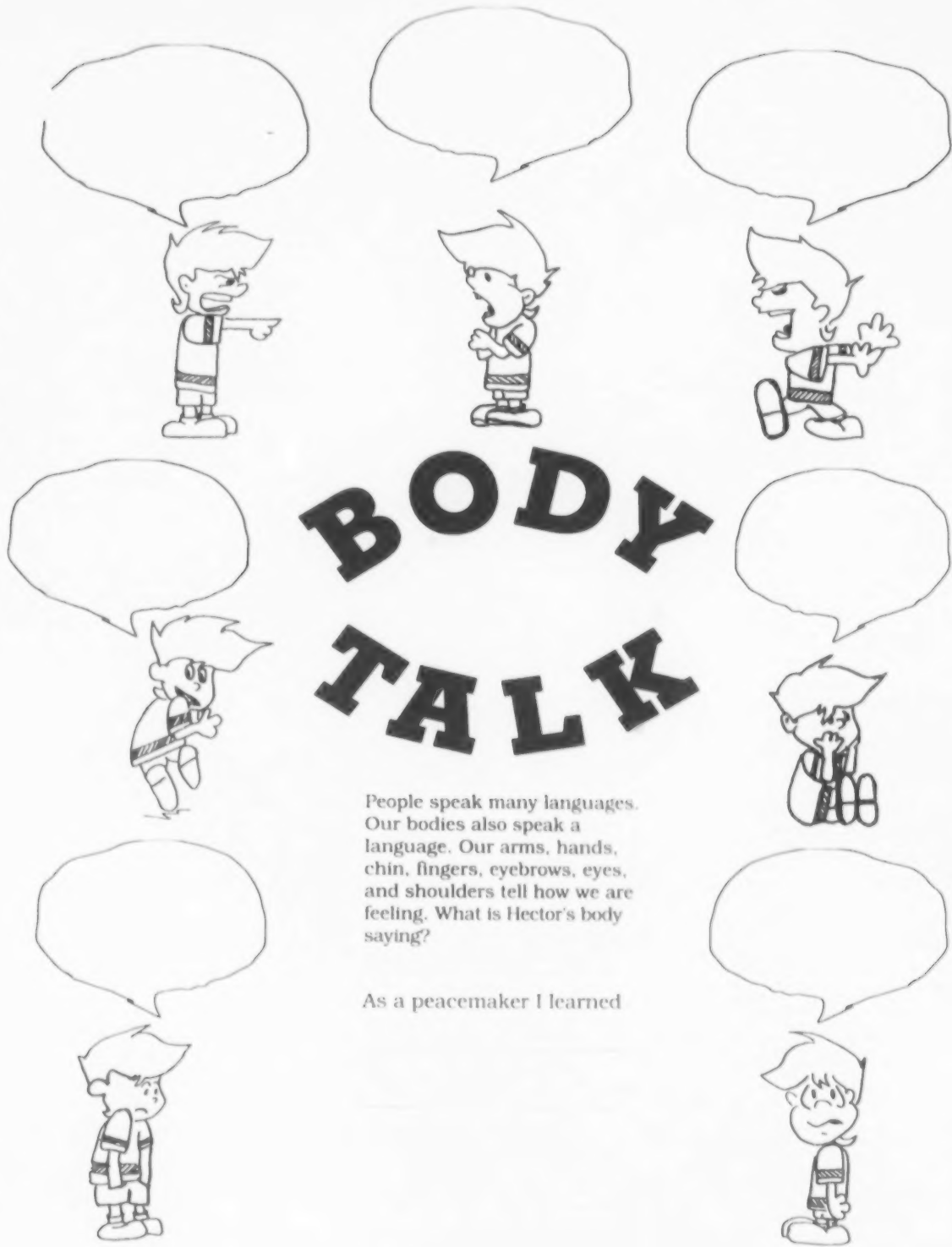
Closure: Observing body language helps us know how others are feeling. As peacemakers, we understand body language so we can show that we care.

Additional Activities:

- **Pass the Mask.** Form a circle. Have one student begin by making a facial expression which is passed on to the next person. That person imitates the original expression and then makes up one which is passed to the next person. Continue until everyone has a chance to receive and give a facial expression.
- Bring in cartoons showing different body language. Cut off the dialogue. Paste on paper and have students write stories to fit the situations.
- Turn off the sound on a television program and use body language clues to see how people are feeling.
- Invite someone to teach sign language to class.

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Appendix B



COMMUNICATION SKILLS

Outcomes

1. Students will learn to use active listening.
2. Students will learn to use "I" Messages.
3. Students will learn how individual perspective affects individuals' opinions.
4. Students will learn to use the conflict resolution skills of brainstorming and finding mutual interests.

Teacher Information

The Classroom Community Model is built on the premise that community members will both be invested in and capable of communicating effectively with each other. By helping community members to get to know each other, and by providing them opportunities to have fun with each other, to support each other, and to accept some responsibility for each other's success, the teacher nurtures students' desire to communicate honestly and effectively. Having a desire to do something and possessing the skills required to actually do it are two separate things. For too long, educators have refused to accept responsibility for teaching basic communication skills. Their refusal is often justified by arguments that these skills used to be and still should be taught and learned in the home. The fact is that many students arrive at school deficient in the communication skills necessary for their success not only in school but also in any structured group setting. A Classroom Community Model teacher accepts the responsibility and enjoys the challenge of teaching communication skills, as well as basic conflict resolution skills. Approximate instructional time for this component is seven (7) class periods.

Day One: Active Listening

Preparation Required and Materials Needed

Review Active Listening Activities and decide if you will do one or more of them to demonstrate how important a skill Active Listening really is. If you choose to do the last activity, "Planning a Field Trip," you will need six plastic hats labeled with the communication stoppers. You will also need the Active Listening skill sheet.

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Lesson Directions

Explain the importance of being an active listener. Stress that active listeners:

- ◆ get all the information the first time
- ◆ seldom make mistakes and cause themselves extra work
- ◆ make friends easily
- ◆ do better in school and social situations
- ◆ are very productive in Classroom Community Meetings

Tell your students that active listening means concentrating on what the speaker is saying. It means blocking out distractions and thinking about what is being said. Suggested introductory activities include:

Suggested activity: Classroom Disruption

Ask for a volunteer to tell the class about the most interesting/exciting thing that student did over summer vacation. Instruct the class to wave their hands and jump up and down in their seats to indicate they want to speak. Instruct several students to take a book out of their desk and start reading. Instruct a few more students to actually get up and start roaming around the room. Stop the activity after a minute or so, ask the volunteer how it felt to be interrupted. Open the topic up for discussion. Choose another volunteer and repeat the activity. This time, instruct the class to refuse to make eye contact. They may look down, look out the window, or focus on a hand held object such as a pen, pencil, or book

Suggested Activity: Failure to Communicate in Small Groups

Have your students work in triads. Have students (A) tell students (B) and (C) about their favorite possession. Instruct students (B) and (C) not to make eye contact, not to nod their head, and not to indicate understanding verbally. Instruct them to whisper to each other and to snicker sort of secretly. After a few minutes stop the activity, switch roles and do it again. After all three students have had the opportunity to play both roles, hold a discussion, and ask if they felt they communicated much of anything. Ask the students how they felt when they attempted to communicate.

Suggested Activity: Communication Stoppers

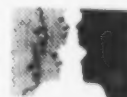
Select six students. The students should be volunteers. Have students move their chairs to the front of the room and have them form a circle. Tell the students that they are to pretend that they are in a real meeting and that their task is to plan the next field trip.

Active Listening Skill Sheet

Skill Steps

Description

1. Look at the person who is talking: Make eye contact
2. Stay still. This will help you concentrate and lets the other person know you are listening.
3. Hear what is being said. Think about it. Nod your head.
4. Summarize and repeat what was said; ask a question to clarify what was said; acknowledge your agreement by saying yes.



Playground: A friend tells you the rules to a new game.

Classroom: Your teacher gives directions for an art project.

Field Trip: Your group leader tells you where to meet after lunch.

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Communication Stopper Activity

Cut and tape to *Plastic Hats

Shake, rattle, and roll. (Move and squirm)	Laugh at me.
Talk with your neighbor.	Talk over me.
Lecture me. You know better than that.	Do not make eye contact.

*plastic hats can be wiped with a mild disinfectant between uses.

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Then almost as an after thought say, "oh, you guys know each other well and are comfortable with each other. You see no need to use active listening. I am going to give each one of you a special hat to wear. It is important that no one looks at their own hat. The hat will tell your classmates how to communicate with you." Have six hats ready and labeled as follows:

- 1) Shake, rattle, and roll. (Move and squirm.)
- 2) Laugh at me.
- 3) Talk with your neighbor.
- 4) Talk over me.
- 5) Lecture me. (You know better than that.)
- 6) Do not make eye contact with me.

Note: plastic hats are used as they are easily disinfected and may be used over and over again. Hat labels are provided at the end of the chapter. Give the group ten to fifteen minutes to plan their field trip. Stop the activity and go around the circle asking each individual if they know what their hat says? Ask how they felt. Ask if they made any decisions based on the way their classmates responded to them. Ask the whole class if the planning group was successful. Identify the six communication stoppers. Ask the class if they know of additional stoppers. Ask how the group would have done if everyone used active listening. Now that you have demonstrated the need to learn the skill of active listening, teach it. Use the Active Listening Skill Sheet. Either make a transparency to show the whole class, copy the information on the chalkboard, or provide a copy for each pair of students. Assign your students in pairs, using a random selection method or, if you prefer, assign pairs that you know will work well together. Have students take turns practicing the skill through role plays. Some sample situations are provided with the skill sheet for your convenience. You may wish to write your own or have your students come up with situations they prefer to role play.

Day Two: Conversation Traffic

Preparation Required and Materials Needed

The green light handout. A Method for dividing the class into triads; count off by 3's, or another teacher-selected method.

Lesson Directions

Ask your students what comes to mind when they hear the word "traffic." Share the following dictionary definition with them.

traffic\ 'traf-ik\ n 1: the movement (as of vehicles) along a route.

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Discuss the definition with them. Tell them that you would like to ask them some questions about the definition: How do vehicles (cars, trucks, and busses) keep from running into each other? What would happen if vehicles did run into each other all the time? After processing several student responses, tell your students that you would like to share another dictionary definition with them.

traffic light *n*: an electrically operated visual signal for controlling traffic.

Explain that listening to them talk to each other, you think you have discovered a new type of traffic - Conversation Traffic. Tell them that you were so intrigued by the idea that you actually wrote your own definition and that you would like to share it with them. Share your definition of Conversation Traffic: conversation \ kan-var-'sa-shan \ *n* - traffic \ 'traf-ik \ *n* 1: the process by which thoughts travel from one person's mind to the mind of another person.

Ask your students: How do you think our conversation traffic is going? Do we ever have traffic jams? Do our thoughts ever crash into one another?

Suggest that you think you could use some traffic lights, traffic signals, and maybe even traffic laws to help with our conversation traffic. Tell them that you already wrote one conversation traffic law, the Law of Taking Turns or One Person Speaks at a Time. Explain that its just like a traffic light where cars from one direction (red light) stop and cars from the other direction (green light) go. Divide the class into triads and direct the triads to take turns with two students holding a conversation and one student serving as a conversation traffic police officer. Triads may choose a conversation topic of interest to them. The object is for the two students holding the conversation to take turns (one student speaks at a time). In order to help them do this, give each triad a copy of the Green Light - Go handout. Explain that only the student holding the Green Light may speak. The police officer will help them follow the law. Remind the triads to rotate their roles. Make sure that everyone has an opportunity to hold a conversation and to be the police officer, then process the activity. Suggested processing questions: Was it easy to take turns? Do we communicate better if we take turns? How important will it be to take turns when we hold group discussions, class meetings? Do we need Conversation Traffic police officers?

Day Three: Practice Active Listening

Preparation Required and Materials Needed

Active Listening Skill Sheet. Either copy the skill sheet on the chalkboard (large enough for all to see) or make a poster. Prepare one or two situations where you can demonstrate using Active Listening, i.e., your principal giving you some very important

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information, your doctor informing you of how to take a prescription, or one of your students asking for your help on an assignment. You will need a partner to demonstrate the skill. Invite your principal, another adult, or use one of your students to help you out.

Lesson Directions

Revisit your conversation traffic lesson and reinforce how important it is for one person to talk at a time. Review the steps to Active Listening and do your demonstration. Process the demonstration with your class. Ask for volunteers to practice the skill in front of the class. Process their effort. Repeat with as many volunteers as time allows. Suggested processing questions: Ask the student who actually did the skill how that student feels about the success of the exercise. Ask if it was hard or easy. Ask the person who assisted if that person felt listened to. Ask how to tell whether the person was listening. Ask the class if all the steps were covered. You may choose to tell the class prior to the practice exercise that they will be asked if all the steps were covered.

Day Four: "I" Messages

Preparation Required and Materials Needed

The "I" Message worksheet provided at the end of the chapter.

Lesson Directions

Explain to your students that they can never be wrong if they use "I" messages to express how they are feeling. Explain the difference between attributing your feeling state to someone else "you make me angry," and expressing/owning your own feelings, "I feel angry." Point out that an individual can certainly argue over the accuracy of the first statement, but that they should never receive a challenge on the second statement. Put a couple of sample "I" Messages on the chalkboard, i.e., I get very upset, I really feel happy. Have your students work in small groups, four to six per group. Give each group an "I" Message worksheet. Tell them to first list as many feelings (one word) as they can. Then ask them to write as many (feelings) "I" Messages as they can. Allow about fifteen minutes to have each group share their list with the class. Now link a behavior to a couple of the "I" (feelings) Messages, i.e., I get very upset when you call me names, I really feel happy when we get to play together. Have your students work in their small groups to add behaviors to their "I" Messages. Allow about fifteen minutes for the groups to complete their statements and have your students share their work with the whole class. Process the activity with the whole class. Some processing prompts are: Who really owns feelings? Does it help someone hear what you are saying if you use "I" Messages? Why? Does it help to link feelings with behaviors? Do you think "I" Messages could help us work out conflicts? How? Remember that empowering your students starts when you purposely

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teach a skill and culminates when you facilitate the use of the skill in a real life situation. Nelson, Lott, and Glenn (1993) suggest that "I" statements can be an effective intervention when communication breaks down. A student who has been taught the skill of using "I" statements and is now communicating in a blaming or judgmental manner should be reminded to use "I" statements. Your initial Conflict Resolution/Problem Solving community meetings will provide ample opportunities to reinforce the use of "I" statements. Note: "I" statements and "I" messages are used synonymously throughout the literature depending on the particular work and individual author.

Day Five: Perspective Equals Opinion

Preparation Required and Materials Needed

Carefully read the lesson, directions, and processing activity questions. Consider how individual perspective will affect your Classroom Community.

Lesson Directions

Ask your students if they know what it means to have a point of view. Explain that someone who has a point of view on a particular subject has a particular way of looking at the subject. Use the following example to illustrate how important an individual's point of view is to how they judge something. A Potential Rain Storm:

- ◆ A farmer whose crops will die if the drought does not end soon
- ◆ A potential flood victim whose home and possessions may be lost if it rains one more time
- ◆ A boy who just received a new baseball glove for his birthday and who is waiting for his Dad to get home to play catch
- ◆ A girl who can not wait to wear the new raincoat and boots she received for her birthday
- ◆ A weather forecaster who predicted sunshine
- ◆ A weather forecaster who predicted rain

Process the activity by asking: Is anyone really right or wrong? Can you see how important someone's point of view or perspective is to decisions they make? Do you think this activity taught us any lessons we might apply to our Classroom Community? To problem solving? To conflict resolution?

Fighting Fair Rules

Introduction: What do kids your age fight about? What do adults fight about? Put students in small groups with markers and newsprint to brainstorm:

Materials: Fighting Fair poster, newsprint, markers

Vocabulary:
foul - unfair, against the rules
escalate - to make worse

Things people fight about
Kids Adults

Ways people handle conflicts
Kids Adults

Share and list responses on board. Ask, *How are they similar? Different?*

Display **Fighting Fair** poster. Have students compare the chart on the board with the **Fouls** on the poster.

Discussion: What conclusions can we make? (Fouls cause and **escalate** conflicts, adults use the same Fouls as kids do)
What do Fouls do to a conflict? (escalate it) How do Fouls make us feel?
In what ways are Fouls like habits? Are all habits bad?

In small groups, with newsprint and markers, have students brainstorm:

good habits
(brushing teeth, doing homework,
not littering, helping at home)

bad habits
(yelling at sister, losing homework,
making excuses, biting nails)

Discussion: Were we born with our habits? Where do we learn them? How can we change a bad habit? (decide to want to change, make a plan, practice, get support from friends and family, don't give up if you forget)

Student Page 10 - Rules for Fighting Fair: Read rules.

Discussion: Why are rules important? (everyone understands what is expected, saves time, it's more fair) What might happen if there were no rules for driving a car? Baking a cake? Using a computer? How do you think these fighting fair rules can help you when your "temperature" goes to boiling? How do fouls keep us from fighting fair?

Why do you think it is a good idea to fight fair when you have a conflict? (the problem is attacked, not people; people feel better; people respect each other; everyone feels good about the solution.)

Journal: Identify a foul (bad habit) that you often use. Why is it bad? What else could you do to keep the conflict from getting worse?

Closure: We have learned that **Fouls** are bad habits that hurt people and keep us from solving problems. As peacemakers, we know that we change bad habits by fighting fair.

Additional Activity:

● **Burying Bad Habits.** Have students write on little pieces of paper two bad habits they have and want to get rid of. Have them fold notes into tiny pieces and put in a paper bag. Plan a "ceremony" and find an appropriate place to bury the bag. Periodically, have students evaluate how successful they are in getting rid of the habits they

Rules for Fighting Fair

1 We find out the problem.

2 We attack the problem, not the person.

3 We listen to each other.

4 We care about each other's feelings.

5 We are responsible for what we say and do.



FOULS

Blaming
Getting Even
Hitting
Making Excuses
Name Calling
Bossing
Not Listening
Teasing
Put-downs
Threats

Appendix D

We Listen To Each Other

Introduction: Have students read the third Rule for Fighting Fair. Ask: *Have you ever seen people talking but not really hearing what each other was saying? Why is it important to listen carefully when someone is talking to us? Let's learn some ways to be I-Care listeners!*

Play **Communication Game (Appendix A)** to have students see how well they listen. Give each student a set of shapes to color, cut, and put into an envelope for safekeeping. Pair students back-to-back. One student is **Teller** and the other is **Listener**. **Listener** may not ask any questions or talk while **Teller** is talking. No peeking!

Teller makes a pattern with one set of shapes while telling **Listener** how to make the same pattern. (I'm putting my brown triangle under my red square)

Listener tries to make the same pattern with the other set of shapes from **Teller's** directions. After five minutes, have the students compare patterns.

Discussion: *Do your patterns look the same? What problems did you have communicating? (my partner said 'under' and put it below the picture but I put my shape underneath, too much noise in the room, person didn't speak clearly or loud enough for us to hear) Is it possible that words mean different things to different people? Even when we hear the same words, is it possible that our minds see different pictures? How might communication problems cause a conflict? How can we make sure that the information we have is correct?*

Have students switch roles and play the game again. Ask, *Was it easier to communicate with your partner the second time? Why?*

Student Pages 12a, 12b - Where Can He Be?: Read to find out what happened to a boy at the market. Act out the story.

Discussion: *What was the problem? What could the boy have done to remember the directions? (stayed still, paid attention to what the man was saying, repeated the directions, asked for more information) How did the old man perceive the problem? How does listening help solve problems?* Have students complete student page 12b.

Student Page 12c - Steps to "I Care" Listening: Read with students. Have students practice the steps with a partner: **Speaker** talks for one minute on a topic (e.g. My Favorite Pair of Shoes) while **Listener** uses "I Care" listening skills. Switch roles.

Discussion: *How do you know that **Listener** was really listening? How did that make you feel? What could **Speaker** do to communicate more clearly? Why is "I Care" listening important in a conflict? (it helps you understand what the other person is feeling and thinking, it lets the other person know you are really interested in solving the problem)*

 **Journal:** Tell about a time when someone didn't listen to you. How did you feel?

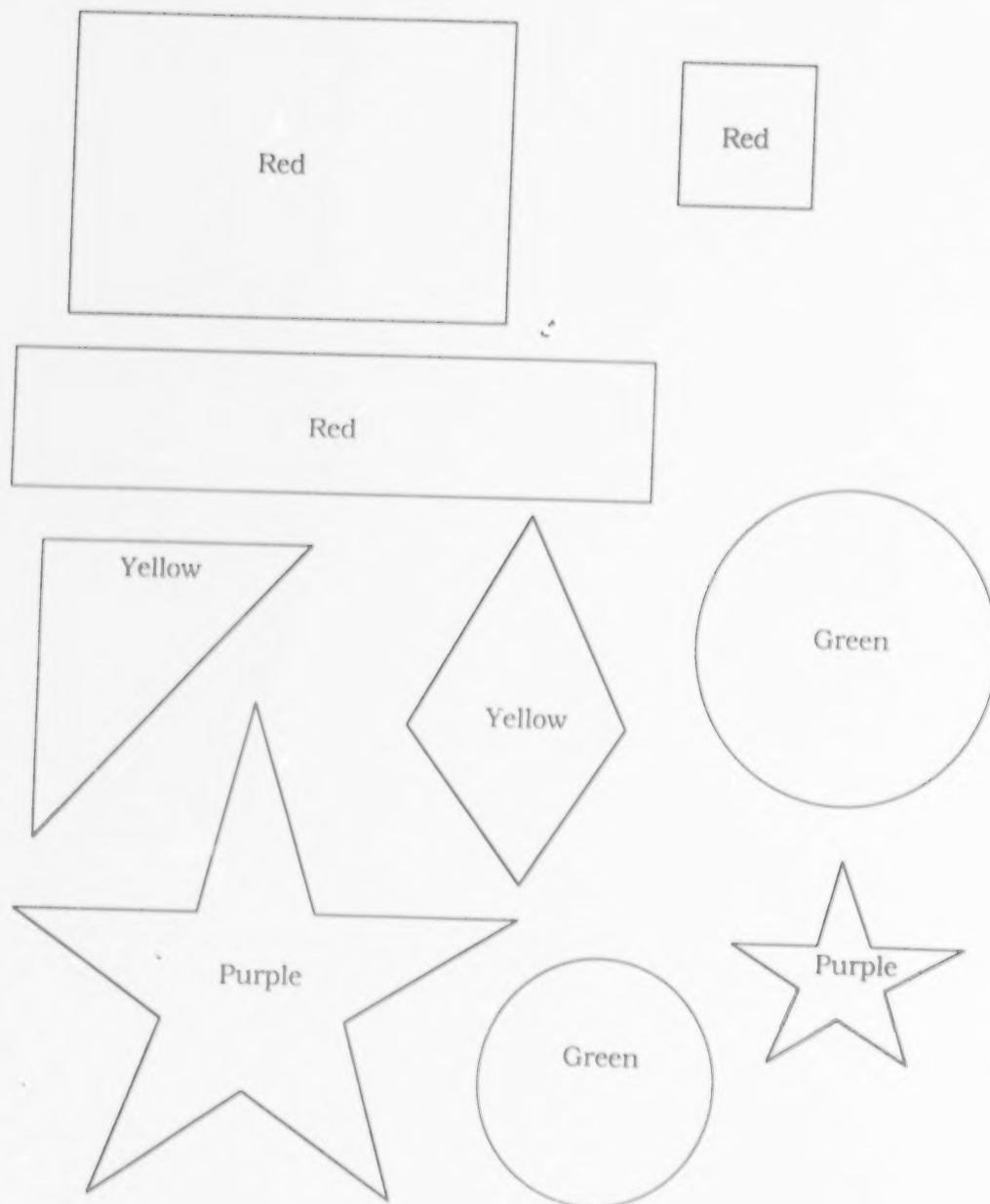
Closure: *Good communication skills help us Fight Fair. As peacemakers, we use "I Care" listening skills because we care about each other's ideas and feelings.*

Materials: small envelopes for each child, Appendix A, Fighting Fair Poster

Vocabulary:

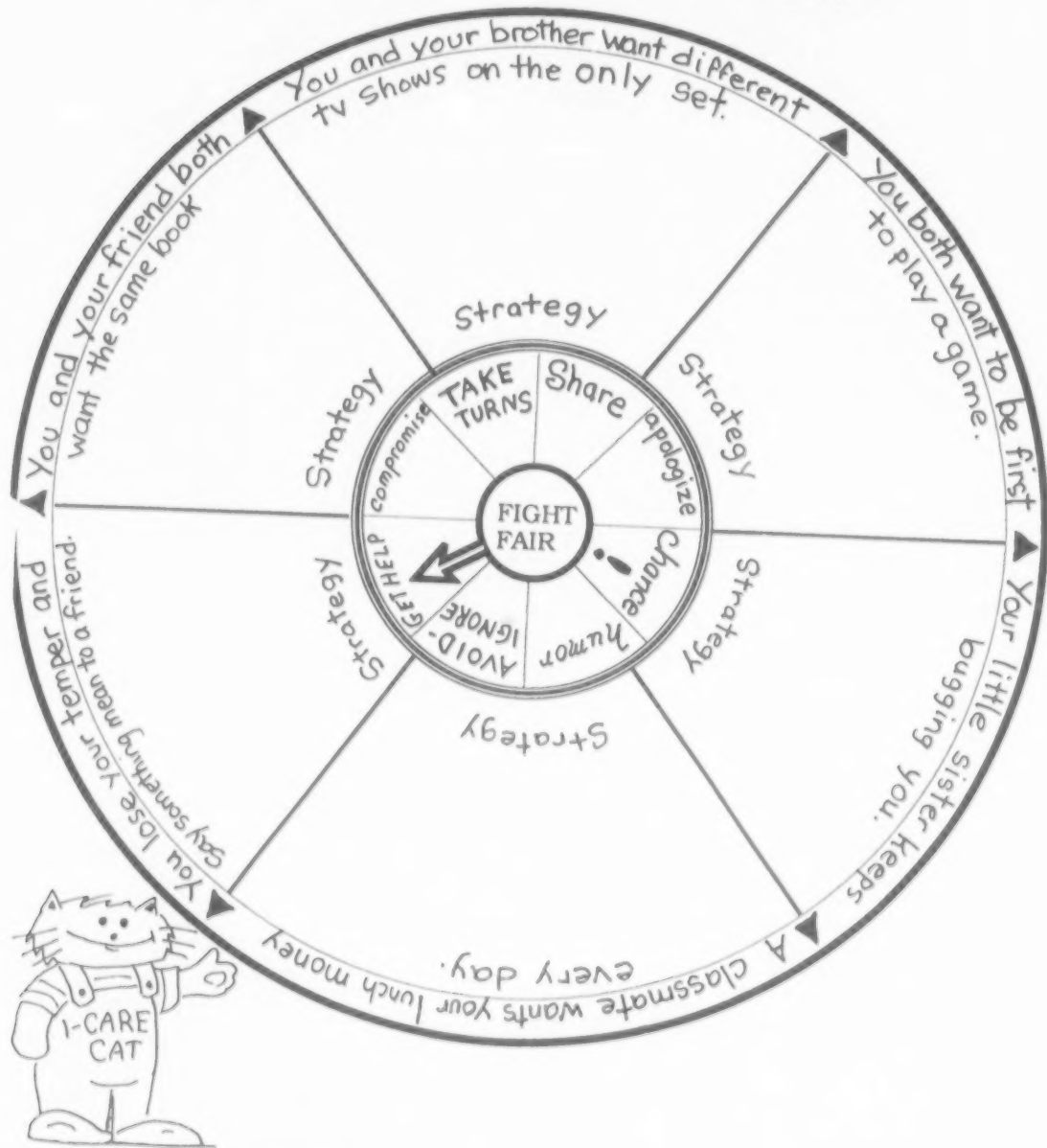
"I Care" listening - to pay careful attention because you care about what is being said and you care about the person who is saying it

Communication Game



Appendix D

What's My Strategy?



As a peacemaker I learned _____

Appendix D

What's My Strategy?

Introduction: *Why do football players get in a huddle? (to plan strategies) Football players know and use strategies to help them become better players. You also have learned many **strategies** to help you solve conflicts. Today, we're going to explore some of the strategies you already know and use.*

Put students in small groups to brainstorm strategies that they might use to solve some of the following conflicts. Remind students to use the Rules for Fighting Fair. No Fouls.

Vocabulary:

strategy - a plan of action
chance - luck decides who wins
ignore - pay no attention
compromise - each person gives up something
avoid - keep away from something
apologize - to say you are sorry about what happened

Conflict

You and a classmate both want the same computer disk.
Your team wants to bat first and so does the other team.
You and your brother both want the window seat in the car.
You bump into someone and his books fall down.
An older student threatens to beat you up after school.

Strategy

Role play these conflicts using the strategies identified by students.

List strategies on board. Group them by types. (take turns, share, **ignore**, **chance**, get help, **compromise**, **apologize**, humor)

Discussion: *What are some ways to solve a conflict by chance? (tossing a coin, pulling straws, rock-paper-scissors)* When should you go for help? (when there is danger, the problem is too big for you to solve) When should you avoid a problem? (if it's not worth bothering about, if there is danger, wait until there is a better time or place to solve it) Why is it important to learn some strategies to Fight Fair? (fighting wastes time, feelings get hurt, things get damaged, conflicts can be solved fairly)*

Student Page 16 - What's My Strategy?: Have students draw cartoons with dialogue in bubbles. Identify the strategy used for each cartoon. Share.

Discussion: *What does it mean to apologize? Why is it difficult to apologize? (embarrassing) How do these strategies help "save face"? If you practice, how long do you think it will take before they become good habits? Pat yourself on the back every time you remember to use one. Compliment others who use them too.*

Journal: Tell about a time that you used a strategy to deal with a conflict.

Closure: *Strategies help solve conflicts quickly, fairly, and without hurting anyone. Apologizing honestly for a mistake can quickly resolve many conflicts. As peacemakers, we practice these strategies until they are part of our behavior.*

*Rock, Paper, Scissors: Each child decides to be either rock, paper or scissors. They put their hands behind their backs, and at the count of three, they show their hand signals. Rock smashes scissors, so rock wins if the other child has scissors. Scissors cuts paper, so scissors wins if the other child has paper. Paper covers rock, so paper wins if the other child has rock.



Appendix D

I-Care Language

Introduction: In the story "The Lunch Box," Elizabeth and Juan used *fouls* because they didn't know what else to do. Words can hurt and words can heal. We can change bad habits by using "I Care" language to tell how we feel and what we want.

Student Pages 17a, 17b - I Can Speak Up! Introduce the four steps.

Discussion: Why is it important to say the person's name? (gets their attention, shows respect)

Why is it important to tell how you feel? (lets the person know how you feel about what happened)

Why is it important to say clearly what it is that you don't like? (the person may not know what is bothering you, focuses on the problem)

Why is it important to tell what you want done? (gives the other person the opportunity to take responsibility and save face)

Practice using "I-Care" language. Have two students demonstrate using the guidelines.

Discussion: How can these guidelines keep the conflict from escalating? (saves face, shows respect, is non-threatening and clear)

In pairs, have students complete the eight different **I Can Speak Up** situations. Give students time to practice and have volunteers role play for the class. Be sure that all students have a turn.

Discussion: How does "I-Care" language help solve a conflict? (gives people confidence when speaking up for their rights, uses Rules for Fighting Fair without fouls) Share and discuss.

What is your responsibility when you receive an "I-Care" message?

(listen to the message and feelings, change behavior if you are causing the problem)

What if you don't agree with the other person's perception of the problem?

(ask questions, tell how you feel, use "I Care" language in return)

Remember, "I-Care" language can't force the other person to change. But, it gives you the courage to speak up for what you know is right. If the other person ignores you, don't give up. Repeat the statement and give the person time to think it over.

Student Page 17c - It Takes Courage: What is courage? Which character in the story of *The Wizard of Oz* didn't have courage? How did Lion get courage? (It was there all the time, but it was his love for Dorothy that brought it out.) Complete each situation using "I-Care" language. Role play responses. Discuss the effectiveness of the responses. Were any *Fouls* used? Were any feelings hurt?

Journal: Write about a time when you had the courage to speak up when someone said or did something mean to you. How did you feel?

Closure: "I-Care" language helps us to stand up for our rights while respecting the dignity of others. As peacemakers, we know that "I-Care" language attacks *problems* not people.

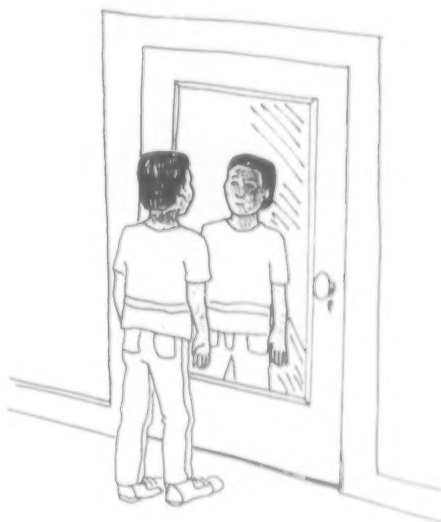
I Can Speak Up!

Sometimes we want to speak up for our rights, but we don't know what to say or do. When we are angry or hurt, we want to get even. Here is a way to help you communicate fairly. It is called "**I Care**" language:

- 1 **Say the person's name** Steven,
- 2 **Tell how you feel** I feel angry
- 3 **Tell why** when you take my pencil without permission.
- 4 **Tell what you want** Please ask me first.

Remember to:

- ◆ Watch your body language. Be sure it is not threatening.
- ◆ Stand straight with your hands at your side.
- ◆ Don't threaten the other person's space by getting too close.
- ◆ Look at the person you are talking to. Speak with a clear, polite voice.
- ◆ If possible, discuss your problem privately.



Practice, Practice, Practice.
Remember, practice makes perfect.

Situation 1

Joseph knocks your books out of your hands.

Joseph: Just kidding. Can't you take a joke?

You: Joseph, I feel _____

when you _____

Please _____

Situation 2

You are picked for Sue's kickball team.

Sue: Oh no! We don't want you on our team!

You: Sue, I feel _____

when you _____

Please _____

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Situation 3

Carlos wants you to play "Jump in front of a car."

Carlos: You're a Baby. You're just Chicken!

You: Carlos, I feel _____

when you _____

Please _____

Situation 4

Kavita pushes you in the cafeteria line.

Kavita: Get out of the way!

You: Kavita, I feel _____

when you _____

Please _____

**Situation 5**

You fail your math test and start to cry. Ashanti hears you.

Ashanti: Cry baby!

You: Ashanti, I feel _____

when you _____

Please _____

Situation 6

You miss the ball. Tamara is on your team.

Tamara: Hey, Stupid. Can't you catch anything?

You: Tamara, I feel _____

when you _____

Please _____

**Situation 7**

Myong Lei wants your homework answers.

Myong Lei: If you don't give them, I'll get you later!

You: Myong Lei, I feel _____

when you _____

Please _____

Situation 8

Frank calls your mother a name.

Frank: Your mama _____

You: Frank, I feel _____

when you _____

Please _____



THE LUNCH BOX

Elizabeth eagerly turned the page. She could hardly wait to find out if Wilbur escaped from the barnyard. She didn't notice Juan coming into the classroom. Then she heard the clank of her new red lunch box as Juan kicked it under her desk.

"Pick it up!" Elizabeth demanded.

"Pick it up yourself," growled Juan. The red lunch box lay on its side. The children in the class looked up to see what was going on.

"Put it back, Stupid, or I'm telling," hissed Elizabeth.

"You tell and I'll get you later," Juan threatened.

Elizabeth reached over to Juan's desk and knocked his bookbag to the floor. "Now we're even," she whispered.

Suddenly Mrs. Williams appeared. "What's wrong?" she asked.

Juan stood silently with his fists clenched.

"He kicked my new lunch box," answered Elizabeth angrily.

"Her lunch box was in the way," Juan muttered.

"He could have told me to move it," replied Elizabeth, tossing her head back.

"She didn't have to knock my bookbag over. She thinks she's perfect," Juan said.

Elizabeth felt her blood rushing into her cheeks. "I didn't know what else to do."

Juan spoke softly. "I didn't know what to do either." His eyes were stinging as he fought back tears.

Mrs. Williams nodded. "Sometimes, it's hard to know what to say or how to begin. I think that you both want to get out of this conflict."

Elizabeth's side of the story

Juan's side of the story



As a storyteller I learned

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Appendix D

The Lunch Box

Introduction: How are conflicts like an escalator? (they can go up or down) How do fouts make a conflict escalate? (when one person attacks the other, the other will attack back, then the first person gets even until the conflict gets out of control) Why is **saving face** in a conflict important for you and the other person? (self-respect and dignity, to avoid looking foolish)

Vocabulary:
save face - to keep your dignity and self-respect

Student Page 15 - The Lunch Box: Read to find out how Elizabeth and Juan deal with their conflict.

Act out the story emphasizing body language and tone of voice.

Refer to the Fighting Fair poster.

Discussion: What was the problem? Did Elizabeth and Juan attack the problem or each other? Did they listen to each other? Did they care about each other's feelings? Did they take responsibility for what they said or did? What feelings did Elizabeth and Juan have during the conflict? (angry, helpless, confused, embarrassed) Why do you think Elizabeth and Juan didn't know what to do? (they didn't know how to attack the problem and save face)

In small groups, have students find words, actions, and body language in the story that caused the conflict to escalate. Share and list on chalk board.
How did these keep the kids from saving face? (they became more and more embarrassed and angry)

Complete Student Page 15, having students write Elizabeth's and Juan's side of the story.
Pair students to listen to each side of the story. Remind students to use the steps to "I-Care" listening to help them. Share. Why is it important to listen to both sides of the story?

Have students suggest an ending to the story so that the conflict is solved fairly and Elizabeth and Juan save face. Share, discuss and role play.

Journal: Write about a time when you were in a conflict and didn't know what to do. What caused the conflict to escalate? What did you do to save face?

What Should I Do?

Introduction: Float some tiny bits of paper in a shallow pan of colored water. Have a student drop a bean into the water and observe. Ask, *How did the bean affect the papers? Do you know that the decisions we make ripple out like the water around the bean to affect everyone around us? Some decisions are simple: What should I wear today? Should I have chocolate or vanilla ice cream? What should I watch on TV? Other decisions are difficult: Should I take what doesn't belong to me? Should I lie so I won't get into trouble? Not all conflicts are with other people. Sometimes a conflict can start in your own mind.*

Materials: construction paper, glue, scissors, beans, pan of colored water

Vocabulary:
decision - to make up your mind
bug - annoy, bother, tease

Student Page 18a - What Should I Do?: Have students complete each situation. Remember, every decision you make affects not only you but others.

Discussion: Do children know right from wrong? Where do they learn it? Why is it difficult sometimes to do the right thing? Why is it important to do the right thing? Why does it take more courage to do the right thing than the wrong thing? How do people feel about you when you do what is right? How do you feel?

Select one of the situations to write about, telling what would be the right thing to do and how to do it.

Student Page 18b - That Bugs Me!: We all have things that "bug" us. Think of three things that bug you the most and find ways that you can handle them, using the Fighting Fair skills you have learned. Share and list on board.

Have the class brainstorm ways to handle the situations that bother the class the most. These suggestions will help students complete the page. Share and discuss.

Student Page 18c - Break the Chain: How you act is like a link in a chain. Our actions are linked to the actions of many other people. Each link influences the next. Let's read to find out how Jose's and Peter's actions affected each other.

Discussion: How might an angry person's behavior influence the behavior of another angry person? How might a caring person's behavior influence the behavior of an angry person?

In small groups have students read each situation and brainstorm ways that they could break the chain of conflict at each link. The challenge is to stop the conflict from escalating at each link. Bring groups together. Role play each situation using their new strategies. Discuss.

Journal: Tell of a time when you had a conflict and you were able to break the chain before it escalated.

Closure: It's not always easy to make decisions. What we decide affects many people. As peacemakers, we know it takes courage to do the right thing.

Additional Activity:

- Put students in small groups and have students cut strips of construction paper 8 inches long and 2 inches wide. Write stories on the strips. Glue together as a chain. As each group reads and acts out their story, have the class think of ways of breaking the chain. The goal is to break the chain before the conflict escalates further.

Appendix D

What Should I Do?

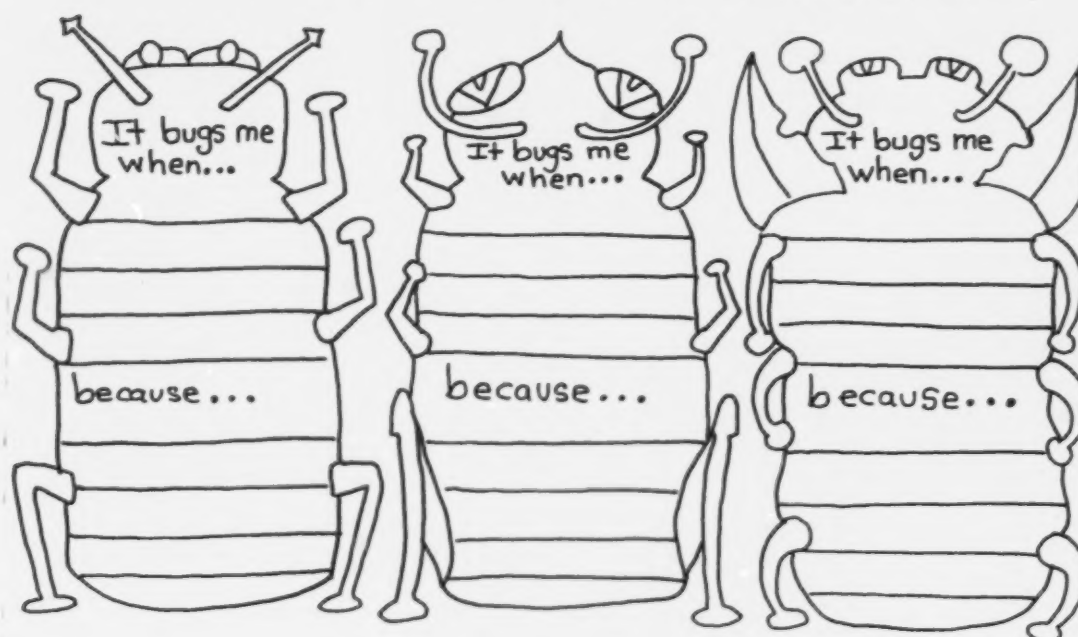
When you were younger, most of your decisions were made by other people. Now you are older and you have more freedom, responsibility and choices. You have important decisions to make.

Every decision you make affects you and others, too. Tell what you would do in the following situations. Use these questions to help you make a wise decision.

Situation	Will this hurt me or someone else?	What will happen if I do this?	Will it make me and my family feel proud?	Is this the right thing to do?
1 You are in a video store alone. There's a game that you really want and you don't have any money. "Should I take it?"				
2 The kids at your table want you to join in a food fight. "Should I?"				
3 You can imitate the way a new boy in the class talks. You know it will make all your friends laugh. "Should I?"				
4 Your dad punishes your brother for breaking the TV remote control. You know you did it. "Should I tell the truth?"				

2


Appendix D



How many ways can you handle the above "bugging" situations? Remember, no fouls!

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What are some of the things you do that BUG others? How can you change your behavior?

Handwritten signature

Appendix D

BREAK THE CHAIN

Did you ever think that our actions are like links in a chain? Everything we do is linked to other actions. Read the following situation. Then, read the chain story to see how Peter and Jose handle it. Your challenge is to tell the boys what they can say or do to break the chain. Start at Link 1.

Situation: Many students are eagerly taking their clay animals off the shelf to paint. Jose reaches for his giraffe at the same time that Peter reaches for his elephant. Jose's giraffe falls to the ground and breaks.

7 Jose: My brother will get you later!	Link 7 _____
6 Peter: Make me! (pushes Jose to the ground)	Link 6 _____
5 Jose: No, you can't! (grabs Peter's shirt)	Link 5 _____
4 Peter: I'll call you anything I feel like! (grabs Jose's shirt)	Link 4 _____
3 Jose: Don't call me Stupid! (moves closer to Peter)	Link 3 _____
2 Peter: It was your fault, Stupid!	Link 2 _____
1 Jose: Look what you did!	Link 1 _____



As a peacemaker I learned _____

Appendix D

What Do You See?

What kept you from seeing the "whole" picture at first? _____

When you are in a conflict, what are some things you can do to see the other person's side of the story? _____



As a peacemaker I learned _____

Appendix D

What's the Problem?

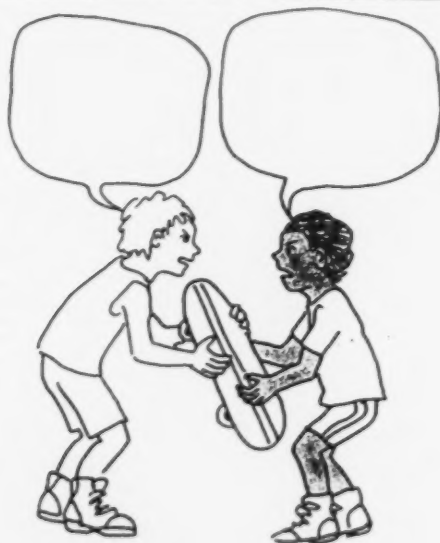
Look at the pictures below and fill in the balloons with what you think each person is saying.



The problem is _____



The problem is _____



The problem is _____



The problem is _____

We Find Out the Problem and We Attack the Problem

Introduction: Have students read the first and second **Rules for Fighting Fair** on the poster. *Why is it important that people who are in a conflict find out the problem and understand the problem in the same way? Let's see.*

Materials: Fighting Fair Poster

Vocabulary:

perception - the way a person sees a situation, a point of view

Give two students (of equal strength) a problem to solve: moving teacher's desk. First have them push from opposite sides. Ask: *What is keeping them from solving the problem? What might help to solve the problem?* Now have students stand on same side and push together. *How was the problem solved?* (working together instead of against each other)

Have you ever had a conflict with another person where you both had a different story about the very same thing? We're going to find out what "two sides to every story" means!

Student Page 11a - What Do You See?: Have students describe the picture. (man in a boat) **Note to Teacher:** View picture upside down. Start a little argument saying that they are wrong - the picture is a girl caught by a bird! Then have students turn their pages upside down. They will be amazed to discover a completely different picture. Ask, *How is it possible that we all had exactly the same picture and yet we saw different things?*

Discussion: *Why don't we all perceive things the same way? (different experiences, values, cultures) How can this cause conflicts? (we believe our perceptions are right) How can we get beyond our own points of view to understand the whole problem? (listen to the other person, put yourself in the other person's place)*

Student Page 11b - What's the Problem?: *What do you think is happening in each of these situations? Pair students and have them write dialogue for each situation. Then have each group choose one situation to role play.*

Discussion: *Following group role plays, ask, ... What was the problem? Did anyone see the situation in a different way? Why doesn't everyone see the problem in the same way? (everyone has different perceptions of the problem because we are all different) Did the characters try to find out the problem? Did they attack the problem or each other? Did Foul's keep them from solving the problem? How do you think they felt about the conflict? How could the characters have worked together to solve each problem like the two students pushing together on the desk?*

Student Page 11c - Bundle of Sticks: *Read to find out how four brothers learn a new way to solve a problem. Act out story.*

Discussion: *What was the problem that had to be solved? What kept them from solving the problem? (they attacked each other and not the problem) What fowls were used? How did they finally solve their problem? Father said that ideas have great power. What do you think that means?*

Journal: *Tell about a time when you were in a conflict with someone. What were the two sides of the story?*

Closure: *When we have a conflict, we don't always see the whole problem. As peacemakers, we are learning ways to identify problems and to work together to solve them.*

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Appendix E

Day One: Learning To Plan**Preparation Required and Materials Needed**

Newsprint or roll paper and markers for small group work.

Lesson Directions

Explain that everyone has the same basic human needs: physiological needs (food, water, shelter, etc.) and psychological needs (belonging, competency, independence, and fun). Tell your students that while we are not always aware of it, all our behavior is purposeful and everything we do or choose not to do is directed at helping us meet one or more of our basic needs. Use the example of meeting your need for food to teach how behavior is related to need gratification. In order to meet your need for food, you engage in the certain behaviors. Work to earn money. Shop to buy food. Cook to prepare the food. Eat to ingest the food. Explain that all four behaviors were purposeful and directed at meeting your need for food. The need for food drove or motivated you to undertake certain behaviors.

Tell your students that the relationship between our psychological needs (belonging, competency, independence, and fun) and the behaviors we engage in to meet these needs is not always as clear. Explain that in school, we primarily engage in behavior directed at meeting psychological needs. Explain that most of their physiological needs are taken care of at home or are already in place when they come to school. For example, we wear a coat to keep warm, we bring a lunch to eat, washroom breaks are scheduled, etc. Note: This can spark a lively discussion as some students may be quick to point out how their physiological needs are not

adequately addressed at school, for example, not enough heat, bad or not enough food, not enough washroom breaks, etc. This is good grist for the Classroom Community Meeting mill.

Tell your students that in social systems (Classroom Community, School Community) there are reasonable ways to meet their psychological needs, ways that do not stop other people from meeting their needs. There are ways that do not disrupt the purpose of the community (remind them that in school the community purpose is to learn) and ways that do not endanger them or other people. For example, the need to belong might be met by joining the math club, basketball team, school play, or a gang. The need for competency could be met by studying hard and earning good grades or bullying other students. The need to have fun can be met by having a sense of humor in class or by being a class clown who stops the learning process. The need for independence could be met by choosing a group topic for the Social Studies project, or by choosing not to do a project. The needs are the same; the behaviors are quite different.

Emphasize that needs are human, and that everyone has the right to have their basic human needs met. However, the behavior we engage in to help meet our needs must be adaptive and fair. Explain that adaptive means "has a reasonable chance of success," and that fair means "is safe for all involved and does not limit the rights of others to meet their needs." Tell your students that you would like to give them the opportunity to better define each of the four psychological needs by identifying some of the feelings associated with the needs.

Divide your students into four groups. Assign each group one of the four basic psychological needs. Let the group know how much time they have to get the job done. They are to list as many feelings as they can for their need, i.e., belonging: (1) connected, (2) loved, (3) secure. Have each group select a recorder, timekeeper, and reporter. The recorder writes down the group's ideas on the newsprint, the timekeeper keeps the group aware of elapsed time, and the reporter will report out to the community. Have each group report out. You may wish to post their work. Process their work by asking. How powerful are these needs? Would you do anything if your needs were not met? Do you do a better job at school if these needs are met? Can you see how these needs drive behavior?

Day Two: Meeting Needs in the Classroom

Preparation Required and Materials Needed

Meeting My Needs: Classroom Community Worksheet

Appendix E

Lesson Directions

Divide your students into groups of four. Explain that each member is responsible for completing one section (one need) of the worksheet and specify how much time you are allowing for this part of the activity. After students have completed their section of the worksheet, allow time for them to explain and discuss their responses with their group members. Again, specify time. Ask for a couple of volunteers to compile individual group responses into one comprehensive list. The volunteer's job is to eliminate duplicates. This can be done as homework (split by particular needs), or during recess, homeroom, etc. The idea is that the volunteers support the Community by going the extra mile. Explain the dynamic to the whole class.

Day Three: Meeting Needs in the Classroom**Preparation Required and Materials Needed**

None.

Lesson Directions

Thank your volunteers. Lead the class in a discussion of the summary sheet responses. A student you wish to empower may lead the discussion. The objective is to eliminate any responses that do not meet the "adaptive/fair" criteria (adaptive: a reasonable chance of being successful; fair: safe for all involved and does not limit the rights of others to meet their needs). Naturally, common sense should prevail, and you may need to eliminate some responses. If so, remember to explain your thinking to your students.

Once again, ask for a volunteer. This time, you are looking for someone with good printing skills. The job is to create a visually pleasing summary list for each need. The lists can be displayed in the community. Again, you empower an individual to support their community this time with their special skill.

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Meeting My Needs: Classroom Community

In my Classroom Community,
I can meet my need to



Belong: Be connected with other community members, be involved in community activities, be comfortable, and feel secure.

Be competent: Be successful, recognized, and able to control my outcomes.

Meeting My Needs: Classroom Community

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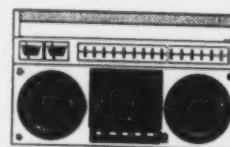
This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Appendix E

Meeting My Needs: Outside of School, Page 2.

Meeting My Needs: Outside of School

Outside of school, I can meet my need
to



Be Independent, make choices that
matter, direct my own destiny, and enjoy some basic
freedom.

Have fun, experience laughter, basic enjoyment, and
down time.

Appendix E

Walk and Talk

You need a partner to do this exercise. One partner puts on a blindfold, and the other partner leads the blindfolded partner around an area designated by the teacher. You may choose (with your partner's permission) to either hold your partner's hand and lead that person around, put a hand on one shoulder and guide that person around, or maintain no physical contact and direct your partner around verbally. When you finish your walk, get ready for the talk by completing this worksheet. Use one or two word responses.

Blindfolded Partner: During our walk, I felt like this about my need for:

<i>Belonging</i>	<i>Competence</i>	<i>Independence</i>	<i>Fun</i>

Leader Partner: During our walk, I felt like this about my need for:

<i>Belonging</i>	<i>Competence</i>	<i>Independence</i>	<i>Fun</i>

Discuss your answers with your partner. Do they differ? If so why? Can you relate this experience to some everyday situations?

Appendix E

Extending Activities**Individual Behavior Analysis**

Complete the "Individual Behavior Analysis" worksheet. This worksheet can be used proactively to promote introspection or as a behavior change tool. The worksheet is provided at the end of the chapter.

Visual Representations

Art project, visual representation of each of the basic psychological needs.

Needs Posters

Posters for each of the needs displayed prominently in your room (I got my need to be competent met when _____). Students are free to make an entry anytime they realize they are meeting a need. After several days, you have lists that can be used to revisit the concept of needs.

Worksheet Needs and Behavior

Complete the "My Needs Drive My Behavior" Worksheet. The worksheet is provided at the end of the chapter.

Walk and Talk

Do the Walk and Talk exercise. Have your students complete the worksheet and discuss the activity with their partners. You may wish to take this activity a step further and process with the whole group. The exercise is provided at the end of the chapter.

Meeting My Needs in School/Outside of School

Complete the "Meeting My Needs: School Community" and/or the "Meeting My Needs: Outside of School" worksheets as individual seatwork or small group work. Process. Worksheets are provided at the end of the chapter.

Appendix E
Basic Needs

BELONGING

POWER

FREEDOM

FUN

Understanding how to resolve a conflict begins with identifying the origin of the conflict. Most every conflict between people involves the attempt to meet basic needs for belonging, power, freedom, or fun.

Appendix E

How I Meet My Basic Needs

INSTRUCTIONS: In each need shape, draw or write some things you do to meet your basic needs.

BELONGING



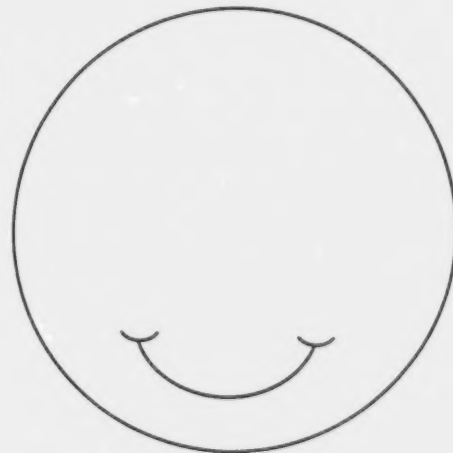
POWER



FREEDOM



FUN



Perceptions

People have problems with perception.
They might say:

- ◆ *"You lied . . . it didn't happen that way."*
- ◆ *"I thought of it first."*
- ◆ *"You're wrong."*

To deal with problems of perception:

- ◆ Put yourself in the other person's shoes.
- ◆ Do not blame.
- ◆ Try to understand what it feels like to be the other person.
- ◆ Try not to make assumptions.
- ◆ Discuss perceptions.

We must be careful not to assume that others are wrong or lying if their viewpoints are different.

Appendix E

I Need a Plan

Name: _____ Date: _____

Some problems are little and we solve them without having to think very hard - I don't need a plan for them. Some problems are big and if not fixed quickly can get me into big trouble - I need a plan for them. Then there are problems that are not that big but they happen almost every day - I should have a plan for them.

Describe a big problem you sometimes have _____

Describe a little problem that you have often _____

Comments you wish to make _____

Words to Describe Some Emotions

Happy Hurt Excited
Lonely Annoyed Anxious
Powerless Angry Frustrated
Festive Comfortable Tense
Embarrassed Sad
Courageous Peaceful Confused
Scared Furious Secure
Afraid Proud Terrified Joyous

Appendix F

Day One: Learning to Plan**Preparation Required and Materials Needed**

Mark off a two-foot square on the floor for each group of ten students. Masking tape works well.

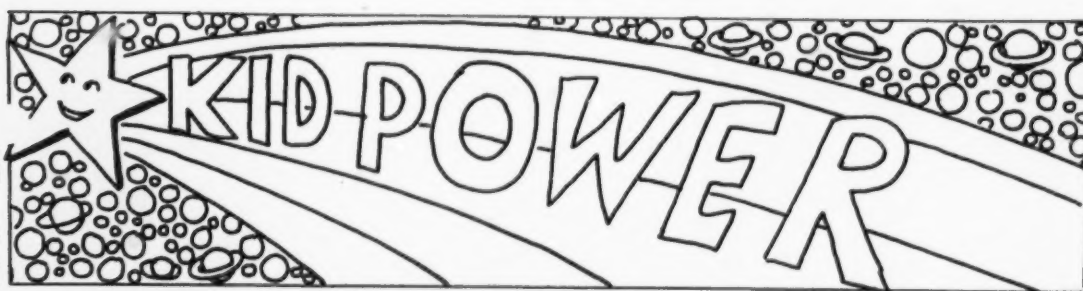
Lesson Directions

Tell your students that you have a problem and that you need their help. Tell them that the squares on the floor represent the size of the classroom the principal wants to give you next year. Explain that the principal thinks that you can fit ten students in that size room. Explain that if you are not able to do so that you will not have a job for next year. Divide the class into groups of ten and ask them to see if they can solve your problem. The challenge is to fit all ten group members inside the square. Once inside, all group members must be able to hold still for ten seconds. No part of their bodies can be outside of the square. Tell the groups that they have three minutes to figure out what they want to do. Give them five additional minutes to actually solve the problem, by getting inside the square. Process by asking: How did you decide what to do? Were you able to develop a plan? Who came up with the ideas? Did you stick to the plan? Was it fun?

Ask your students if any of them have ever set a goal, made a plan, and acted on the plan? How did things turn out? Try these prompts. Has anyone ever had to decide on a vacation destination? How did you figure out how to get there? Did anyone ever really want something and your parents said "OK, but we're not going to buy it for you?" How did you go about getting it? Has anyone ever really wanted to ask someone new out, but been a little nervous? What did you do? Where? When? In person/on the phone? Wrote a note? Go through a friend? Does anyone have a goal for today after school, no matter what the answer, even "I'm just going to hang out?" Use questioning to demonstrate that even "hanging out" is a goal. Ask (1) Where are you hanging out? (2) What are you going to do? (3) Who are you going to do it with? So: you are going to the playground to shoot hoops with Rick, Willie, and Tom. I bet you are actually going to try to win. I think you have a plan and maybe even a goal.

You should now be able to point out that we all set goals and make plans everyday; we just do it without much thought. Suggest that, if we really put our minds to it, we can do some big things. Wrap the lesson up by telling your students that you will be spending the next few days learning to set goals and make plans for achieving those goals.

Appendix F



When Clark Kent sees an injustice, he becomes angry and changes to Superman. We can't fly and we don't have x-ray vision, but humans have a very special power. We have brains—the power to think, to make wise choices, and the power to change.

When we get angry or see an injustice, we can use our power to make a difference in our lives and in the lives of others. Kids all around the world are making a difference. They are involved in many projects. What are you doing?



As a peacemaker I learned _____

Appendix F

My Goal Is

This Worksheet is a guide to help you identify a goal and write a plan for reaching that goal.

Goal: State your goal as clearly as possible:

Plan: Be as specific as possible. Make your steps/activities small and easy to evaluate. List dates you will complete them.

Evaluation: Were you successful? Did you get close? Did you fail to reach the goal?

Plan Change: Be specific about the new steps/activities you will try.

Goal Setting/Plan Writing Hints

Before you go any further, ask yourself:

1. Did I stick to the plan I wrote?
2. Did I really try?

If not, you may want to do so before you adjust your plan or modify your goal. Ask yourself if your goal is realistic. Consider these questions:

1. Can I do anything to make it more realistic?
2. Could it be realistic at a later time?
3. Do I want to consider adjusting or changing my goal?

Goal Attainment Resources to Consider

◆ Your knowledge	◆ Your parents
◆ Your intelligence	◆ Your friends
◆ Your physical strength	◆ Your teachers
◆ Your energy	◆ Your counselor
◆ Your spirit	◆ Your church
◆ Your commitment	◆ Groups to which you belong
◆ Your effort	◆ Other
◆ Your creativity	◆ Other

Appendix F

Individual and Community Suggested Goals List

Individual

Academic

- ◆ Pass all classes
- ◆ Earn Minimum of B's
- ◆ Complete all in class work
- ◆ Complete all homework
- ◆ Do all enrichment readings
- ◆ Do an extra book report
- ◆ Study for all general tests
- ◆ Other

Behavioral/Social

- ◆ Make and keep one new friend
- ◆ Ask before I assume
- ◆ No unexcused absences
- ◆ Keep out fights
- ◆ Address people by their 1st names
- ◆ No playground referrals
- ◆ Work as a peer tutor
- ◆ Watch hygiene, pay attention to dress
- ◆ Offer to help and do so
- ◆ Other

Community

- ◆ All community members will pass the Constitution test.
- ◆ All community members will have their need to belong met.
- ◆ Our community will police the south lawn of the school and make sure it is clean.
- ◆ Our community will serve as peer tutors and recess monitors for the second grade classes.
- ◆ Our community will volunteer as readers for the local nursing home once a month.
- ◆ Our community will volunteer for Habitat For Humanity once a month.
- ◆ Other

Appendix C

Responsibility Plan

Name: _____ Teacher: _____

Date: _____ Community: _____

Principle _____

Rule(s) _____

Behavior: What did you do? What were you doing? _____

Option 1:

Appendix G

Quick Responsibility Plan

Name _____ Date _____ Community _____

What was I doing?

Why?



Need that motivated me:

+ -



Evaluate the outcomes -
now, later

Plan for the future:

Change



Option 3

Appendix G

Responsibility Plan, Page 2

What need motivated your actions? _____

Did your present behavior work? Does it have a reasonable chance of getting you what you want now and will it take you in the direction you want to go? _____

Plan _____

Student

Date

Parent (optional)

Date

Teacher/Staff

Date

Option 1:

Appendix G

Individual Student Behavior Analysis

Name _____ Date: _____

Reason for completing this worksheet:

Describe your behavior:

I believe this behavior is an attempt to meet my need to (check all that apply)

Belong _____ Be Competent _____ Be Independent _____ Have Fun _____

Is my behavior adaptive? (reasonable chance of being successful)

Yes _____ No _____

Is my behavior fair? (respectful of other Community member's rights)

Yes _____ No _____

If you answered no to either question as a responsible Community member and a self directed individual, take a few minutes to write a plan for getting your need(s) met in an adaptive and fair manner.

Plan:

Ask for help if you are stuck!

Appendix G

Outcomes: Inbounds/Out of Bounds

*Instructional Outcomes are related to the rule, reasonable in degree, fair in that they protect students' dignity, and productive in that they teach students how to do better.

Classroom Community Contract Rule:

Following the rule = positive outcomes (list):

Not following the rule = negative outcomes (list):

Not following the rule can = *Instructional outcomes (list and evaluate):

Outcomes	Related	Reasonable	Fair	Teaches	In

List Possible outcomes without evaluating them, then put an X in all the columns that your outcome meets. The In column is only Xed when you are able to X all four of the other columns.

Appendix H

COMMUNITY MEETINGS

Meet to plan, meet to discuss, meet to solve, meet to celebrate, meet each other.

Outcomes

1. Students will apply their intra- and inter-personal skills to participate effectively in community meetings.
2. Students will effectively conduct community business.
3. Students will solve individual and community issues and problems.

Teacher Information

The community meeting is, at its heart, the sincere attempt of a caring adult to communicate honestly with a special group of children. The importance of the classroom community meeting to the development of responsible students cannot be over-emphasized. Jones and Jones (1990) state that class meetings not only support the use of individual problem-solving conferences, but can also provide students with opportunities for improving their social and problem solving skills. Glasser (1993) explains that, although meetings appear to be time consuming, they are critical to the success of the classroom. Finally, Nelsen, Glenn and Lott (1992) believe that, without regularly scheduled class meetings, students don't develop the skills for success in solving a problem. The classroom community meeting is characterized by communication that is truthful yet caring. The old adage, "tell the truth, but tell it with love" is definitely applicable. The nature of communication in a community meeting is that of two-way communication. Rather than the teacher being the primary source of knowledge and thus accepting the role of knowledge giver, the teacher's role is one of facilitator. The teacher facilitates students' solving problems, confronting issues, resolving conflicts, and making decisions. Problems, issues, conflicts, and decisions are real. They are extracted from the fabric of daily Classroom Community life. The community meeting is not intended to be used solely on an as needed basis to solve the latest problem. It is a regularly scheduled part of life in a Classroom Community. Because it is used regularly and often, students are provided repeated opportunities to practice specific skills and become comfortable with their new responsibilities and roles as primary decision makers. The meetings provide a forum for the students' issues, concerns, ideas, and desires. While initially, most meeting agenda items will by necessity be teacher-generated, if working properly, the agenda will

Appendix H

gradually become a student initiated agenda. Teachers should remember that in order to empower students, they must move from being "sages on the stage" to "guides on the side." How the agenda is formed is a teacher decision. Many teachers have their students deposit suggested agenda items in a classroom community meeting *agenda box*. This allows teachers to screen items that are better addressed individually and privately. Teachers must communicate not only the logistics of getting an item on the agenda but an open inviting desire to meet and problem solve with students about issues that are important to them. A welcome by-product of community meetings is that teachers will find that students are willing and able to hold discussion on an item that formerly would have demanded immediate attention. As soon as a teacher promises to place an item on the agenda for the next scheduled community meeting, the pressure is off, and the student has been validated. This provides the student with comfort in knowing that the teacher will honor all promises. I sometimes refer to this process as a "regulated permission" process. It supports the students' learning to accept and work within system oriented limits.

The community meeting is the hub around which everything else revolves. It is where students feel the power of being empowered. As discussed earlier, once you have put all the Classroom Community Model pieces in place, the weekly community meeting is where you work to pull all the pieces together. In addition to the regular weekly meeting the teacher always has the option of calling an additional meeting to address a pressing problem, an individual conflict, or to plan for an upcoming event. The teacher can always set a time limit for a special meeting. Students will get used to this limit and respect it.

Most teachers find that the open discussion format of the community meeting works best with the students sitting in a circle. Benefits to sitting in a circle include, 1) the circle is itself a symbol of community, 2) everyone can easily see everyone else, 3) the novelty of the circle indicates that the community meeting is something different, something special. Some teachers feel the disruption caused by moving student desks and furniture outweighs the benefits the circle configuration brings to the meeting. Some teachers work to minimize the disruption by allowing their students to experiment with various methods of forming the circle with a goal of finding the quickest and quietest formula. Deciding how to form a quicker, quieter circle can be a topic for a community meeting. I have seen all sorts of arrangements including making a circle of student desks, or student chairs, or simply sitting on the floor. I know of one classroom where each student has a small carpet square (samples from a local carpet shop), and when it is community meeting time, the kids just push their desks to the side and sit on their personal carpets. I have also seen some special classes where soft furniture and beanbags are used. My preference, when working in a traditional classroom with twenty to twenty-five students, is to take the time to form a circle for the regularly scheduled meetings and for lengthy special meetings. However, I always called a few special meetings of five to fifteen minutes over the course of a week. These meetings would be conducted with students remaining in traditional

Appendix H

took to form a circle. Experiment and see what works best for your community. If you find your students are experiencing some difficulty taking turns speaking, get a nerf or tennis ball and make it a rule that only the person holding the ball can speak. I like to have students toss the ball to the next speaker; passing hand to hand really slows the discussion down. However, I stress that the speaker must have eye contact with the next speaker before tossing the ball underhanded. This is obviously a mechanical limit that should be discontinued as soon as possible.

There are two basic Classroom Community meeting formats: the community business format and the community conflict resolution/problem solving format. The business format is used to make routine community decisions and to plan for community events. The conflict resolution/problem solving format is used to address conflicts and problems between individuals and groups. Some teachers like to start every meeting with some kind of positive communication. Examples of positive communications are round robins, with every student having the opportunity to make a compliment to another student or share one thing they like about the community or share something about themselves, etc. Another meeting starting positive communication is to have one student volunteer to sing a song, share a favorite recorded song, read a poem, do a reading, or share a special object (trophy, toy, book, picture, etc.). My experience has been that starting meetings with positive communications works well initially. It helps to get things off to a good start; however, once your students become comfortable with the community meeting process, you may find the positive communications are steps you can do without. Instructional time for this component is approximately three (3) class periods.

Community Business Format

Steps

- *1. Positive Communication (optional).
2. Define the task.
3. Brainstorm options.
4. Select an option and consider the effects on all involved.
5. Make a plan and act.

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Appendix I

Classroom Community Agenda Item List

- Develop a plan for forming a circle for Community Meetings.
- Plan a field trip.
- Plan a special culminating activity for an instructional unit.
- Develop instructional alternatives for learning the same curriculum.
- Plan an activity for parent teacher day.
- Plan a Classroom Community party.
- Plan holiday celebrations.
- Develop a Reinforcement Menu, a list of things students find enjoyable.
- Decide the qualities of a good friend.
- Decide the qualities of a good Classroom community member.
- Develop and write Classroom Community Contracts.
- Visit Community Contracts and amend as necessary.
- Develop and share goals.
- Develop a community service project.
- Resolve Classroom Community issues.
- Write individual and Community Responsibility Plans.
- Develop ways for the Community to support individuals attempting to successfully complete Responsibility Plans.

Appendix I
Peer Mediation
Session I
Training Peer Mediators

1. Ice Breaker: Students will interview each other using Hello BINGO game.
2. **Mediation** is the process in which a neutral third party- a mediator- helps disputants resolve their conflicts peaceably.
 - A. Peer mediation involves negotiating disputes and reaching resolutions that combine the needs of the parties in conflict instead of compromising those needs.
 - B. It is a way for students to deal with differences without aggression or coercion.
3. **Qualities of a Peer Mediator:**
 - A. Impartial, neutral, objective.
 - B. Listening with empathy- skilled at listening with the intent to understand what each disputant thinks and feels.
 - C. Respectful- treats both parties with respect and understanding and without prejudice.
 - D. Trustworthy- builds the disputants' confidence and trust in the process by not discussing their problems with others in the school.
 - E. Helps people work together- responsible for the process, not the solutions. When both parties cooperate, they are able to find their own solutions.
4. **Five Steps In Conflict Resolution** (See Handout) & Mediation Process
 - A. Calm down.
 - B. Talk with the other person. Say what problem is. Don't shout or call names.
 - C. Take turns thinking of ways to solve the problem. Make a list.
 - D. Cross out ways that you and other person do not like.
 - E. Choose the one left. Try it for awhile. If it doesn't work start over at step 3.
5. **Ideas About Conflict** (See Handout)
6. **What Conflict Means to Me** (Do worksheet)
7. **How I Respond to Conflict** (Do survey worksheet)- Write response types on paper.
 - A. What is a soft response?
 - B. What is a hard response?
 - C. What is a principled response?
8. **Role Playing Scenarios**

Appendix I

9. Strategies for Peer Mediators

- A. How to listen to kids. (see handout)
- B. How to cool off. (see handout)
- C. How to talk about your emotions. (see handout)
- D. Turning a "You message" into an "I message"
- E. Rules for brainstorming. (see handout)
- F. How to be an active listener. (see handout)
- G. Focusing on interests not positions.

10. Paper Work

- Mediation Agreement
- Negotiation Agreement

11. Preparing for Meeting (see handout)

The Peaceable School Mediation Process

STEP 1: AGREE TO MEDIATE

- ◆ Welcome both people and introduce yourself as the mediator.
- ◆ Explain the ground rules:
 - Mediators do not take sides.
 - Take turns talking and listening.
 - Cooperate to solve the problem.
- ◆ Ask each person: *"Are you willing to follow the rules?"*

STEP 2: GATHER POINTS OF VIEW

- ◆ Say: *"Please tell what happened."*
- ◆ Listen, summarize, clarify. To clarify, ask:
 - "How did you feel when that happened?"*
 - "Do you have anything to add?"*

STEP 3: FOCUS ON INTERESTS

- ◆ Ask:
 - "What do you want?"*
 - "Why?"*
- ◆ Listen, summarize, clarify. To clarify, ask:
 - "What might happen if you don't reach an agreement?"*
 - "Why has the other person not done what you wanted?"*
 - "What would you think if you were in the other person's shoes?"*
- ◆ Summarize the interests. Say: *"Your interests are ____."*

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STEP 4: CREATE WIN-WIN OPTIONS

- ◆ Explain the brainstorming rules:

Say any idea that comes to mind.

Do not judge or discuss ideas.

Come up with as many ideas as possible.

Try to think of unusual ideas.

- ◆ Say:

"Please suggest ideas that address the interests of both of you."

"Can you think of more possibilities that will help both of you?"

STEP 5: EVALUATE OPTIONS

- ◆ Ask: *"Can you combine options or parts of options?"*

- ◆ For each option, ask:

"Is this option fair?"

"Can you do it?"

"Do you think it will work?"

STEP 6: CREATE AN AGREEMENT

- ◆ Ask disputants to make a plan of action:

"Who, what, when, where, and how?"

- ◆ Ask each person to summarize the plan.

- ◆ Ask: *"Is the problem solved?"*

- ◆ Shake hands with each person.

- ◆ Ask: *"Do you want to shake hands with each other?"*

Ideas About Conflict

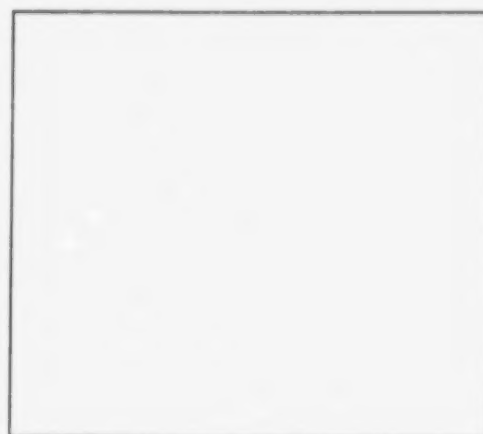
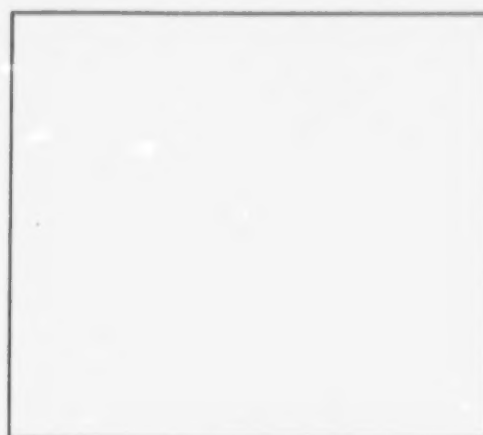
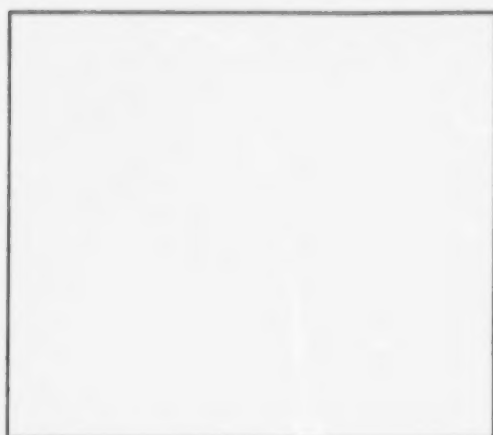
- ◆ Conflicts are a natural part of everyday life.
- ◆ Conflicts can be handled in positive or negative ways.
- ◆ Conflicts are an opportunity to learn and grow.

Appendix I

What Conflict Means to Me

INSTRUCTIONS: In the boxes write words or draw pictures that come to mind when you think of conflict.

CONFLICT



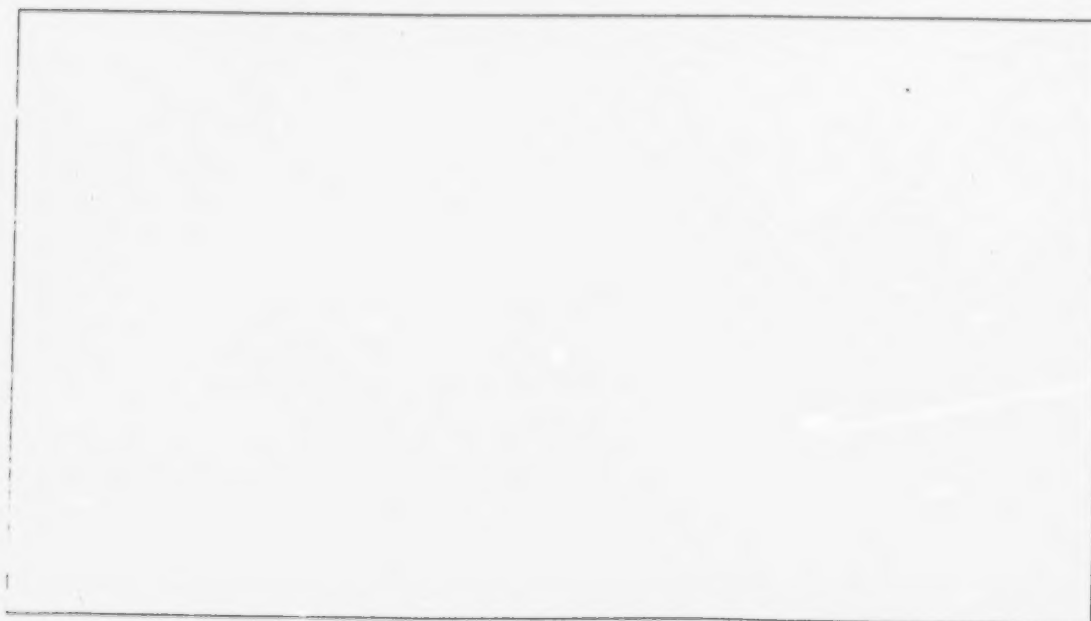
Soft Responses to Conflict

Sometimes we have a soft response to conflict.
Have you ever:

- ◆ Ignored a conflict, hoping it would go away?
- ◆ Denied that a conflict mattered?
- ◆ Withdrawn from a situation and not shared what you were feeling?
- ◆ Given in just to be nice?

INSTRUCTIONS: Write or draw an example of a conflict in which you responded in a soft way.

SOFT



How I Respond to Conflict

INSTRUCTIONS: Put a check mark in the boxes that show the responses that are most typical for you when you are in conflict with another person. Then circle the three responses you normally make first in a conflict.

	OFTEN	SOMETIMES	NEVER
Yell back or threaten the person	☐	☐	☐
Avoid or ignore the person	☐	☐	☐
Change the subject	☐	☐	☐
Try to understand the other side	☐	☐	☐
Complain to an adult	☐	☐	☐
Call the other person names	☐	☐	☐
Let the person have his or her way	☐	☐	☐
Try to reach a compromise	☐	☐	☐
Let an adult decide who is right	☐	☐	☐
Talk to find ways to agree	☐	☐	☐
Apologize	☐	☐	☐
Hit or push back	☐	☐	☐
Cry	☐	☐	☐
Make it into a joke	☐	☐	☐
Pretend my feelings are not hurt	☐	☐	☐

Principled Responses to Conflict

A third type of response to conflict is a principled response. Have you ever:

- ◆ Listened with the intent to understand the other person's point of view?
- ◆ Showed respect for differences?
- ◆ Looked for ways to resolve the problem that will help everyone involved?

PRINCIPLED

Hard Responses to Conflict

Sometimes we have a hard response to conflict.
Have you ever:

- ◆ Threatened?
- ◆ Pushed?
- ◆ Hit?
- ◆ Yelled?

INSTRUCTIONS: Write or draw an example of a conflict in which you responded in a hard way.

HARD



HOW TO LISTEN TO KIDS

1. Do not talk
2. Make occasional comments that keep child talking, e.g.,
"Yes," "I see," etc.
3. Identify and state feelings and facts:
"That must really hurt your feelings."
"No one likes to be teased like that"
4. If necessary, ask questions to clarify what child is saying
5. Do not give advice or lecture.

Appendix I

TIMELINE

- STEP 1:** Present conflict resolution curriculum lessons 1-5.
Set up a conflict corner in your room
Hold class discussions about conflict resolutions
- STEP 2:** Student make posters relative to "Cool Off Steps"
Student brainstorm possible solutions to problems
Block out fifteen minutes daily to meet with students who will be peer mediators and guide them through process
(Assign other students seat work)
Make mistakes. Don't worry about doing everything perfectly.
Ask your colleagues for support and help.
- STEP 3:** Continue meeting with disputant students. The more you practice, the more comfortable you will become. As students become increasingly more skillful, gradually wean yourself out of the process.

IMPORTANT NOTE

There is nothing sacred about this program. I have seen it approached using various methods and people report back that all different methods can be used successfully. Some teachers use the conflict corner successfully. Other teachers have been successful helping students solve their problems "on the fly" without designating a specific time and place. Some teachers are more comfortable using their own language and unique approach based on other conflict resolution resources. What is important is that we all understand the process and its goals - and make it our own.

THIS PROGRAM WILL SUCCEED IF WE MAKE IT SUCCEED.

Appendix I
How to Cool Off

1. Steps taken to "calm down" or how to create "peace"
 - calm down
 - talk with the other person
 - take turns thinking of ways to solve a problem- brainstorm
 - *share ways they can help themselves cool off or feel better when they are angry or upset
 - *ask students to brainstorm ideas as to how they can "cool off" at school
2. Questions you can ask to create discussion:
 - How can you tell when you are getting angry?
 - How do you know when someone else is getting angry?
 - What situations made you angry, frustrated, or aggressive?
 - How do you act when you get angry?
 - How will you have to change your behavior in order to "cool off"?
3. Ask students if they have any other ideas about "cooling off"

How to talk about your *emotions*

1. People have problems with perception or how a problem is viewed.
2. How to deal with problems or perceptions
 - A. Put yourself in the other person's shoes.
 - B. Do not blame.
 - C. Try to understand what the other feels.
 - D. Try not to make assumptions.
 - E. Discuss perceptions.
3. People have problems with emotions
 - A. People in conflict have strong emotions.
 - B. One person's emotion can provoke another person's emotions
 - C. Emotions may interfere with problem solving if they are not acknowledged and understood.
4. Turn "you message" into "I message"
 - A. "You messages" make people feel you are judging or blaming them and that they are wrong. People may get defensive and angry.
 - B. "I messages" tell other people how you feel without making them feel wrong. People may be more willing to change when they are not made to feel wrong.
 - C. Example of "you" message: "You are talking behind my back."
 - D. Example of "I" message: "I feel badly about something I've heard. I would really appreciate it if we could discuss it."
 - E. Children discuss ways they can turn their "you" message into an "I" message.

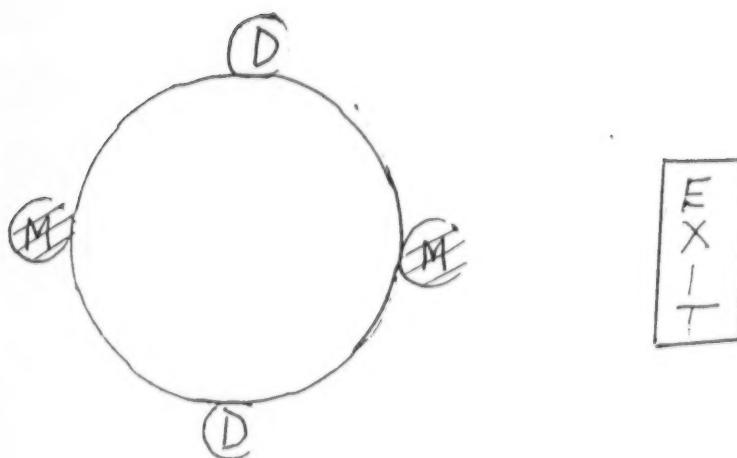
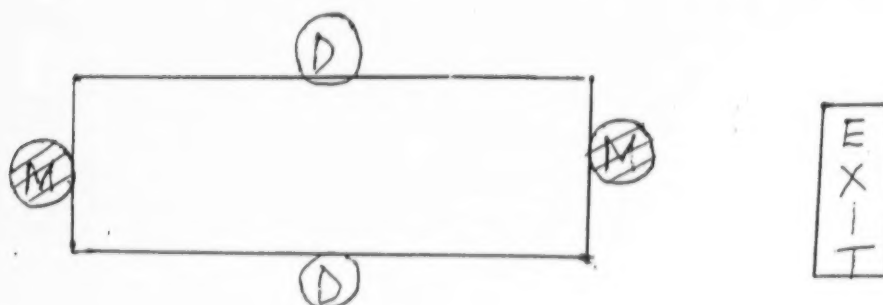
Rules for Brainstorming

- ◆ Say any idea that comes to mind.
- ◆ Do not judge or discuss ideas.
- ◆ Come up with as many ideas as possible.
- ◆ Try to think of unusual ideas.

In brainstorming, people focus only on generating ideas, not on deciding whether the ideas are good or bad.

Appendix I

SUGGESTED SEATING ARRANGEMENTS



⊙D = DISPUTANT

⊙M = MEDIATOR

Appendix I

Sample Request for Mediation

Your name _____ Date _____

Names of students in conflict (first name and last name of each):

Where conflict occurred (check one):

- ☐ Bus ☐ Classroom ☐ Rest room ☐ Playground ☐ Lunchroom
☐ Hall ☐ Other (specify) _____

Briefly describe the problem:

Appendix I

Sample Mediation Agreement

Date _____

We participated in a mediation on this date and reached an agreement that we believe is fair and that solves the problem between us.

Name _____

Name _____

I agree to:

I agree to:

Signature _____

Signature _____

Mediators' signatures _____

Appendix I

Sample Request for Negotiation

Your name _____ Date _____

Name of student with whom you wish to negotiate:

Briefly describe the problem:

Sample Negotiation Agreement

Date _____

We participated in a negotiation on this date and reached an agreement that we believe is fair and that solves the problem between us.

Name _____

Name _____

I agree to:

I agree to:

Signature _____

Signature _____

Appendix I

Communication problems - How to listen.
**(Objective: to learn how to listen actively - attend-
summarize -clarify)**

1. **Active listening: attending**
 - a. **Attending means hearing and understanding.**
 - b. **People know you are listening by your "Body Language."**
 1. **Facial expressions**
 2. **Posture**
 3. **Eye contact**
 4. **Gestures**
2. **Active listening: Summarizing**
 - a. **Summarizing means you state the facts and reflect the feelings.**
 - b. **To summarize you might say**
 1. **Now, I understand that you feel Jennifer intentionally wrote in your new book.**
 2. **You are feeling very badly.**
 3. **You are very tired of being teased about your size.**
3. **Active listening: Clarifying**
 - a. **Clarifying means getting additional information to make sure you understand.**
 1. **Can you tell me more about?**
 2. **What happened next?**
 3. **Is there anything you want to add?**
 4. **How would you like this to turn out?**
 5. **How would you feel if you were the other person?**

Appendix I

**Focusing on interests - not positions. (Objectives:
to find shared and compatible interests).**

1. When there is a conflict, people often make demands or take positions: For example:
 Student A: I want the ball!
 Student B: I want the ball!
 Student A: It's mine. I had it first!
 Student B: It's my turn!
2. Problems cannot be solved if positions are the focus.
3. When the focus is on interests it is possible to solve problems.
 For example:
 Teacher: Why do you want the ball?
 Student A: To practice dribbling and pass kicks for soccer.
 Teacher: Why do you want the ball?
 Student B: To play and have fun.

NOTE: You can identify interests by asking "Why" and "What do you really want?"

4. Focusing on interests works because for every interests there will be several possible solutions.
5. Practicing - identifying positions interests - See pages 66-67.
6. Inventing options for mutual gain.
 - a. An option for mutual gain is a suggestion or idea that addresses the interests of both parties.
 - b. These ideas are also called win-win options.
 - c. In problem solving, the ideas should help both people
7. Using fair criteria means to judge without self-interest, but with mutual interest. but with respect, without emotion, but with reason.

Appendix I

PREPARING FOR MEETING WITH DISPUTANTS

1. When you are prepared, you demonstrate a sense of control and establish a secure climate in which the disputants are able to communicate.
2. You prepare for each session by arranging the physical environment and assembling materials.

ARRANGING THE PHYSICAL ENVIRONMENT

1. Arrange environment so no one is at any kind of disadvantage.
 - a. Will help disputants see that you are not taking sides.
 - b. will aid disputants' communication
2. Decide where people will sit before session.
3. Follow two guidelines in arranging chairs:
 - a. Position disputants face to face across from each other.
 - b. The mediators position themselves at both ends of the table, or between the disputants if using a round table.
4. Need materials prior to meeting:
 - a. Mediation request / referral
 - b. Mediation agreement
 - c. Pens / pencils
5. Opening the mediation session

In order to insure that the students understand the goals of the mediation session, you must read the following paragraph at the beginning of each session:

Hello, my name is _____ and this is _____, and we are the mediators assigned to hold this session today. Let me explain the ground rules first, we remain neutral - we do not take sides. Everything said in mediation is confidential. That means what is said in mediation is not discussed outside this room. Each person takes turns talking without interruption. You are expected to do your best to reach an agreement that considers both your interests. Do you each agree to these rules?

Appendix I

Conflict Resolution Lesson
Skill Streaming

Goals: To resolve conflicts peacefully between the parties involved.

Objective: The learner will use the O.T.F.D.-A.A.M.R. (Observations, Thoughts, Feelings, Desires- Acknowledge, Apologize, Make it right?, Recommit) four part apology method to resolve conflicts.

Procedure:

1. The students will role-play a conflict scenario.
2. The students will offer solutions to the conflict in a group discussion.
3. The teacher will teach the O.T.F.D. Four Part Apology.
4. The students will write a Four-Part Apology.

Assessment:

The students will have to write their own Four-Part Apology and use this method to avoid further conflicts.

Conflict Resolution Lesson
Skill Streaming

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Appendix I Perceptions

**People have problems with perception.
They might say:**

- ◆ *"You lied . . . it didn't happen that way."*
- ◆ *"I thought of it first."*
- ◆ *"You're wrong."*

To deal with problems of perception:

- ◆ Put yourself in the other person's shoes.
- ◆ Do not blame.
- ◆ Try to understand what it feels like to be the other person.
- ◆ Try not to make assumptions.
- ◆ Discuss perceptions.

We must be careful not to assume that others are wrong or lying if their viewpoints are different.

Appendix I

My Peacemaker's Vocabulary

apologize _____

avoid _____

behavior _____

bug _____

bully _____

chance _____

commitment _____

communicate _____

compromise _____

confidential _____

conflict _____

courage _____

culture _____

custom _____

dare _____

decision _____

emotion _____

escalate _____

fighting fair _____

foul _____

Appendix I



THE PIED PIPER OF HAMELIN

Once upon a time, the town of Hamelin was full of rats. Rats were everywhere - in the food, in the closets, in the beds, everywhere. The people were very upset. They wanted their mayor to get rid of the rats. The mayor was worried. He put up signs all over town offering 1,000 guilders to anyone who could get rid of the rats.

The next day a stranger came into town. He was tall and thin, with sharp blue eyes, each like a pin. He wore a long coat which was half yellow and half red. He wore a yellow and red scarf around his neck with a pipe (flute) tied to it. He called himself the Pied Piper.

He told the mayor and the citizens that he would get rid of the rats for the 1,000 guilders offered as the reward. The mayor was so desperate that he offered 50,000 guilders. The Piper said, "Thank you, the 1,000 is fine."

The Pied Piper blew his magic flute. The rats came running—great rats, small rats, brown rats, black rats, old rats, young rats. Thousands of rats followed the Piper. He went all through the town and led them to the Weser River. The rats all jumped in and drowned.

The townspeople cheered. The Pied Piper asked for his 1,000 guilders. The Mayor offered him 50 guilders. They argued and argued.

Appendix I



Mediation Role Play

Step 1 Introductions and Rules

Mediator #1: Our names are _____ and _____ and we are mediators. We are not here to punish you or tell you what to do. We are here to help you solve your conflict. What are your names? (Write them on the form.) Thank you for coming. Everything you say here is confidential unless it involves drugs weapons, or abuse, then we'll have to stop the mediation.

Mediator #2: There are five rules you must agree to before we begin. They are:

- ✓ Be willing to solve the problem.
- ✓ Tell the truth.
- ✓ Listen without interrupting
- ✓ Be respectful: no name calling or fighting.
- ✓ Take responsibility for doing what you say you will do.

Do you agree to the rules?

Step 2 Telling the Story

Mediator #1: Mr. Pied Piper, tell us what happened.

Pied Piper: I read the sign offering 1,000 guilders to get rid of the rats. I did my job. I got rid of the rats. Now, the Mayor only wants to pay me 50 guilders.

Mediator #1: (repeats) You said that you were offered 1,000 guilders to get rid of the rats. You got rid of them and the Mayor only offered to pay you 50 guilders. How do you feel about that and why.

Pied Piper: I feel cheated, angry, and disappointed because he did not keep his word.

Mediator #1: (repeats) You feel cheated, angry and disappointed because the Mayor did not keep his word.

Mediator #2: Mr. Mayor, tell us what happened.

Mr. Mayor: We were so scared of those rats. As mayor, I offered more money than we really had. We didn't think this Piper could do the job. We have spent almost all the town's money to help the sick people who were bitten by the rats. So, we only have 50 guilders to pay him. He only played his flute for a couple of hours. It's only worth 50 guilders.

Mediator #2: (repeats) You said that because you were so scared of the rats, you pretended that you could pay more money than you really had. Also, you don't think the Piper worked hard enough to earn 1,000 guilders. How do you feel about what happened and why?

Mayor: I feel embarrassed because I don't like to cheat people. I promised money that the town doesn't have.

Mediator #2: (repeats) You feel embarrassed because you don't like to cheat people. You promised money that you don't have.



Appendix I

Mediation: The Pied Piper of Hamelin

Note to Teacher: *The Pied Piper of Hamelin* is a scripted mediation simulation.

Introduction: Have you ever had a conflict with a friend or someone in your family that you couldn't seem to solve yourself? Did you look for someone to help you solve the problem? Did that person take one side or listen to both sides? Perhaps that person acted as a mediator.

Vocabulary:

mediation - a way to solve a conflict
mediator - the person who does the mediation and doesn't take sides
guilder - money
confidential - to keep information private

Student Page 21a - The Pied Piper of Hamelin: Select a good reader to read the story.

Discussion: What was the problem? What was the Pied Piper's side of the story? What was the Mayor's side of the story? What would you do if you were the Pied Piper? List students' ideas on board. (go to court, fight it out, steal the money, bring in more rats, walk away, take revenge, look for someone who will listen without taking sides)

Evaluate each idea and tell why it would or wouldn't work. Tell students that they will be acting as mediators to help the Pied Piper and the Mayor solve their conflict.

Student Pages 21b, 21c - The Pied Piper of Hamelin: Set up the role play. Select four good readers to play the Pied Piper, the Mayor, and two mediators. Arrange four seats in front of the class. The Pied Piper and the Mayor will sit across from each other, arms distance apart. The mediators will take the other two seats. Explain to the rest of the class that mediation is always done in private. However, in order to learn how to mediate we are going to watch quietly.

Discussion: (After mediation session) What do you think of mediation? Was it fair? Were the Pied Piper and the Mayor satisfied with their solution? Are there other ways that the conflict could have been solved? List ideas on board.
What are some of the problems of a mediator? If you have a conflict you can't solve by yourself, would you go to a mediator?

Read the ending of the original story:

The Mayor called the Pied Piper some nasty names and told him to blow his pipe until he popped. The Pied Piper didn't say another word. He stepped into the street and blew three notes that were so sweet that all the children of the town came running. They ran after the Piper shouting and laughing. The townspeople were unable to move. The Piper led the kids out of the town to the giant mountain. To their surprise the mountain opened up, and all the children followed the Piper inside. The door in the mountainside closed tight. Only one child, who was on crutches and couldn't keep up, was left behind. When they realized that the children were gone, the townspeople were very sad, but they could do nothing. The children were gone forever.

Discussion: How did the Piper solve the conflict? Was it a fair solution? What could the people have done to make a happier ending?

Closure: As peacemakers, we know that mediation is a fair way to solve conflicts when people can't solve them by themselves.

Appendix I

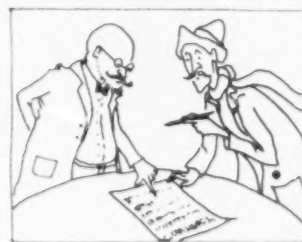
Step 3 Looking for Solutions

One mediator asks questions; the other writes the ideas on paper. This is not the time for choosing—only thinking.

- Mediator #1: You both listened to each other's side of the story. How do you think this conflict can be solved fairly?
- Mayor: I'm willing to let the Pied Piper live free in our town for a year.
- Pied Piper: I'm willing to wait one week for my 1,000 guilders.
- Mayor: Maybe the Pied Piper could have a concert so that he can raise the money.
- Pied Piper: I think the town ought to hold a giant yard sale to raise the 1,000 guilders.
- Mayor: I could raise the taxes but that would take a long time.
- Pied Piper: I think that every family should pay me one guilder.
- Mediator #1: Any more ideas?
- Pied Piper and Mayor: No.

Step 4 Choosing the Solution

- Mediator #1: Let's go over the suggestions you both made and see which ones you both can agree on. Mr. Piper, would you be willing to live in the town free for one year?
- Pied Piper: Absolutely not! I have another job in the next town. I'm willing to wait a week for my money.
- Mediator #1: Mr. Mayor, the Piper wants to have his money within a week. Which suggestion do you think would work?
- Mayor: Really, I like the yard sale idea the best. People have a lot of good stuff. If we sent notices to all the towns nearby, we could get a lot of customers by next Saturday. I think we can make more than 1,000 guilders.
- Pied Piper: I like this idea too. I'll take whatever money you make as my payment.
- Mediator #2: Is this conflict solved?
- Pied Piper and Mayor: Yes.
- Mediator #2: I'm going to write your agreement and have you both sign it so there won't be any more problems.

**Step 5 In the Future**

- Mediator #1: What do you think you could do differently to prevent this from happening again?
- Pied Piper: I'll get my agreements in writing from now on.
- Mayor: I won't promise things I can't do.

Step 6 Closing

- Mediator #2: Mr. Pied Piper and Mr. Mayor. Congratulations for solving your conflict. To prevent rumors from spreading please tell everyone that the conflict is solved. Thank you for coming to mediation.

Appendix I

Mediation Role Plays

Note to teacher: Use the same format as you did in the *Pied Piper of Hamelin* for all mediation sessions. The stories of *The Pied Piper* and *Jack and the Beanstalk* were changed to show students that stories could have different endings, depending on how the conflict is handled.

Vocabulary:

Win/win solution - a solution to a conflict that satisfies both "sides"

Introduction: Have students tell what they know about *Jack and the Beanstalk*. Today we're going to read another version of the story, and then you will mediate the conflict.

Student Page 22a - "Jack and the Beanstalk": Have students read the situation and each person's side of the story.

Put students in groups of four to mediate the conflict. Assign parts: two mediators and Jack and the Giant. Set up mediation procedure. Use the same format as the *Pied Piper of Hamelin*.

Process using the **Guidelines to Mediation**, Teacher Page 21b.

Student Page 22b - The Case of the Missing Video Game: Assign role play, but this time do not give the mediators the case. Have students mediate the case by listening to the disputants. Process the cases using the **Guidelines to Mediation**, Teacher Page 21b.

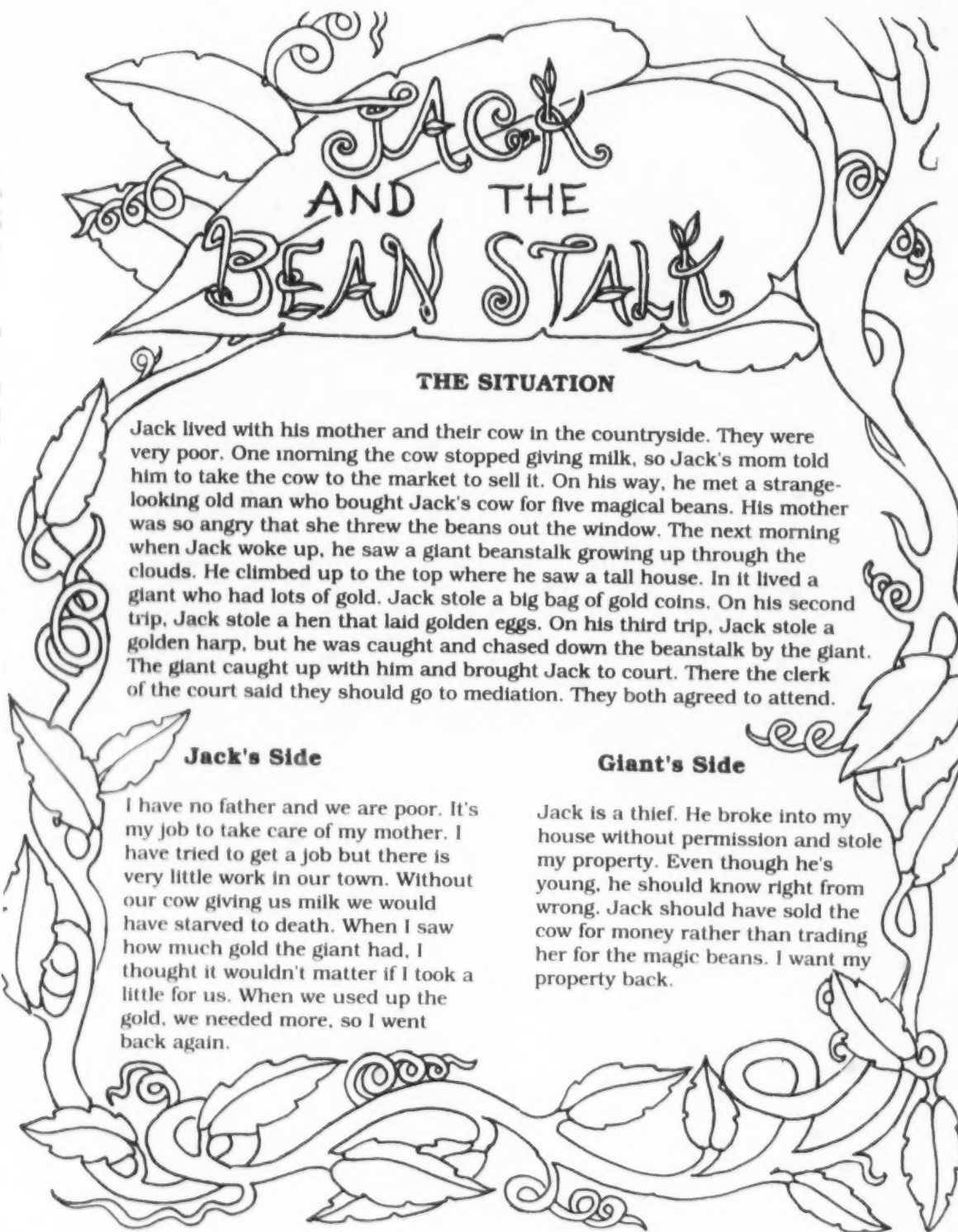
Student Page 22c - The Case of the Hurt Feelings: Assign role play, using the same format.

Additional Activities:

- Have students select other stories for mediation. Suggestions: *The Three Little Pigs*, *Peter Rabbit*, *The Three Bears*
- Have students write other cases to solve by using mediation. Continue doing this all year.

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Appendix I



JACK AND THE BEAN STALK

THE SITUATION

Jack lived with his mother and their cow in the countryside. They were very poor. One morning the cow stopped giving milk, so Jack's mom told him to take the cow to the market to sell it. On his way, he met a strange-looking old man who bought Jack's cow for five magical beans. His mother was so angry that she threw the beans out the window. The next morning when Jack woke up, he saw a giant beanstalk growing up through the clouds. He climbed up to the top where he saw a tall house. In it lived a giant who had lots of gold. Jack stole a big bag of gold coins. On his second trip, Jack stole a hen that laid golden eggs. On his third trip, Jack stole a golden harp, but he was caught and chased down the beanstalk by the giant. The giant caught up with him and brought Jack to court. There the clerk of the court said they should go to mediation. They both agreed to attend.

Jack's Side

I have no father and we are poor. It's my job to take care of my mother. I have tried to get a job but there is very little work in our town. Without our cow giving us milk we would have starved to death. When I saw how much gold the giant had, I thought it wouldn't matter if I took a little for us. When we used up the gold, we needed more, so I went back again.

Giant's Side

Jack is a thief. He broke into my house without permission and stole my property. Even though he's young, he should know right from wrong. Jack should have sold the cow for money rather than trading her for the magic beans. I want my property back.

Appendix J

Student Behavior Evaluation
Week _____[illegible]

Appendix J

PARENT SURVEY

Please complete this survey and return to school by Friday, March 31.

1. Has your child discussed the classroom community activities they have been learning related to community building, peer mediation, and conflict resolution?

YES

NO

2. If yes, do you feel it has been beneficial for your child?

YES

NO

3. Has your child demonstrated the knowledge of these skills by using them at home?

YES

NO

Please add any additional comments and/or suggestions you may have:

PARENT SIGNATURE _____

THANK YOU

Appendix J
TEACHER SURVEY

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DIRECTIONS: Please circle the number that corresponds with how strongly you feel or agree with about the question. (1 being the weakest and 5 being the strongest)

1. How knowledgeable are you about building a classroom community, conflict resolution, and peer mediation?	1	2	3	4	5
2. How helpful do you think a program that includes building a classroom community, conflict resolution, and peer mediation would be?	1	2	3	4	5
3. If given the materials with which to work, would you have the time to fit a program into your curriculum?	1	2	3	4	5
4. Do you feel a conflict resolution program would help with discipline problems?	1	2	3	4	5
5. Might this program also help students handle conflict in situations outside of school?	1	2	3	4	5

Comments:

Appendix J

Student Surveys

1. Did you get to know your classmates better through activities we used at the beginning of the year?
 YES SOME OF THEM NO
2. Did our classroom community function as a team?
 YES SELDOM NOT USUALLY
3. Did you help create our community contracts or rules?
 PARTICIPATED LISTENED
4. Did you use active listening skills such as eye contact, one speaker at a time, and body language?
 YES SOMETIMES NOT USUALLY
5. Do you use "I" messages when communicating your needs?
 YES SOMETIMES NOT USUALLY
6. Can you now set long and short term goals for yourself?
 YES ONLY LONG RANGE NO
7. How valuable are classroom community meetings?
 VERY SOMEWHAT NOT
8. How well did you learn peer mediation skills?
 VERY SOME OF THEM DIDN'T